The Correlation between Students' Autonomous Learning towards Students' English Achievement in Online Learning

THESIS

This Thesis is submitted to fulfill the requirement for "Sarjana" degree in English Language Education

By:

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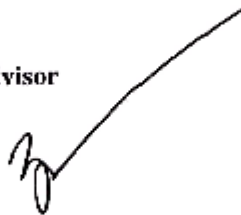   Yth. Dekan Fakultas Tarbiyah (IAIN) Curup
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Assalamu'alaikum Warahmatullahi wabarahkatuh.

Setelah diadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa, skripsi saudari **Astuti** dengan judul **"THE CORRELATION BETWEEN STUDENTS' AUTONOMOUS LEARNING TOWARDS STUDENTS' ENGLISH ACHIEVEMENT IN ONLINE LEARNING"** sudah dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamualaikum Warahmatullahi Wabarahkatuh.

Curup, 13 Juli 2022

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Curup, 29 July 2022

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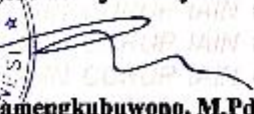NIP 19780224 200212 2 002

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PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled: **"The Correlation between Students' Autonomous Learning towards Students' English Achievement in Online Learning"**.

This thesis is submitted as a part of the completion for getting bachelor degree or strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics to make it better in the future.

Last but not least, the writer hopes that this thesis will really give some benefits to the readers who wants to gain the knowledges and those who are interested in this field of study.

<div align="right">

Curup, 29 July 2022.

Writer

Astuti

NIM: 18551011

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MOTTO AND DEDICATION

Surah al insyirah:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.

In the name of Allah this thesis is dedicated to:

The Greatest woman Mrs. Suminah and The Best Man in the World Mr. Rohmat

You are everything in my life, without your prays, supports, suggestions, loves and cares I am nothing. Thank you so much for your love.

The Best Woman Mrs. Khoirun Ni'mah and The Good Man in the World Mr. Doni Kasuma

Thank you for your prays, supports, suggestions, loves and cares. Thank you so much for your love.

My Best Siblings: Sunarto, Sunarno, Siti Nurhayati, Siti Solekah, Winarsih, Marwiyah, Kusniana, and Kusniati

Thank you for best support and loves that given to me.

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Thank you for always giving me suggestion, guidance to finish this thesis as the requirements of 'Sarjana' degree in English Tadris Study Program.

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Thank you for supports, motivations, suggestion, and advices.

The English Teacher of SMA N 12 Oku Timur

Thank you for supports, motivations, suggestion, and advices.

My Great Friends TBI A

You're very good friends. Thank you for these years. I am glad to meet fun people like you guys. May God always make what we are going to pass easier and barokah. Amiin Allohumma Aammin.

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Dina Anggraini, Dea Fatmala, Aning Tia Agustin, Yuyun Yulianti, Sepa Atia, Asih Jariyah. Thank you for being my good friends. Every single thing that we have passed are meant for me.

My Squad

Ririn Anggraini, Septi Kadenia, Jumnalita Lestari. Thank you for the happiness that you have given to me.

My Participants

Thank you for your support, your information. It helped me in finishing this study.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Wr. Wb.

In the name of Allah the most gracious and the most merciful, praise belongs to Allah the Almighty, the lord of Universe. Through the guidance and blessing, the researcher has completed an import and Faculty of Tarbiyah, State Islamic Institute of Curup. Then, the researcher says peace upon prophets Muhammad SAW also thanks to My beloved parents who never ending great love, advice, support, motivation and prayer. The have given the researcher more than they have. Thank you so much mom and dad, I love you more than three thousand.

The researcher finished her thesis entitled "The Correlation between Students' Autonomous Learning towards Students' Achievement in Online Learning. This thesis is presented in order to fulfil of the requirement of getting bachelor degree or strata 1 (S1) in English Study Program of IAIN Curup. In conducting the research and finishing this thesis, the researcher got suggestion, encouragement, motivation, and support from many people. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that writer is able to finalize this research:

1. Prof. Dr. Idi warsa, M.Pd.I as the rector of IAIN Curup

2. Dr. Muhammad Istan, S.E, M.Pd, M.M as the Vice of Rector I

3. Dr. KH. Ngadri, M.Ag as the Vice of Rector II

4. Dr. Fakhrudin, M.Pd as the Vice of Rector III

5. Dr. Hamengkubuwono, M.Pd as the Head of Faculty Tarbiyah

6. Mrs. Jumatul Hidayah, M.Pd as the Head of English Tadris Study Program of IAIN Curup.

7. Mr. Bayu Senjahari, M.Pd., M.Ed as my academic advisor

8. Mrs. Dr. Eka Apriani, M.Pd as my Advisor, thank you for your support and guidance. May Allah blesses every step in your life.

9. Mrs. Jumatul Hidayah, M.Pd, who always gave wise words to me then I could learn how to be strong and never give up on my thesis. May Allah give His bless for you.

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11. My almamater IAIN Curup.

Finnaly, the researcher needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in others school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Aamiin.

ABSTRACT

Astuti   : The Correlation between Students' Autonomous Learning toward Students' English Achievement in Online Learning.

Advisor   : Dr. Eka Apriani, M.Pd

Co-Advisor   : Jumatul Hidayah, M.Pd

The main goal of this study was to investigate the correlation between students' autonomous learning toward students' English achievement in online learning. This study took place at SMA N 12 Oku Timur with the population were 441 students from all grade students of SMA N 12 Oku Timur in academic years 2021/2022. Then, the researcher only took 176 students of 441 students as sample of this study. It was quantitative method with correlational as the research study. Based on the research findings, the value correlation between those variables is 0.903 with 0,05 significance level is 0.147. Then the result of conducting the tests which shows that the correlational between those two variables does exist. The correlation coefficient (rx) found was (0,903); while the r table (rt) score in the significance of 0.05 (5%). Therefore, r count is higher than r table 0.903>0.147. It meant that Ha was accepted. In other words, it confirmed that there is correlation between students' autonomous learning toward students' English achievement in online learning of SMAN N 12 Oku Timur in academic year 2021/2022. In conclusion there was very strong correlation between Students' Autonomous Learning towards Students' English Achievement in Online Learning, and Autonomous Learning has a very important role in improving students' English achievement.

Keywords: Autonomous Learning, Students Achievement, Correlational Research, Online learning.

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CHAPTER 1

INTRODUCTION

A. Background of the research

Students in Senior High School are demanded to be more independent than Junior High School in terms of solving their learning problems. It is because they have been mature to take responsibility for themselves in the learning process especially in online learning in this pandemic era. As we know, due to the widespread Covid-19 pandemic in Indonesia, all activities must be carried out from home. The Minister Of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the implementation of Education in Emergency Coronavirus, one of which emphasized that online learning, was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievement for class and graduation.[1] Online learning is focused on increasing students' understanding of the material by itself where students learning activities and tasks may differ depending on their interest and circumstances, including gaps in access or learning facilities at home. The implementation of online learning starts from PAUD to university level, this definitely aims to prevent the public from the danger of the virus.[2] Online learning is the best option for education in this period because in learning students have the chance to determine their learning purpose, plan the

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[1] Biro Kerja Sama dan Hubungan Masyarakat, *Sikapi Covid-19 Kemendikbud Terbitkan Dua Surat Edaran*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2020)

[2] Eka Apriani," *Perception of Early Chilhood Teachers on Implementation of Face-To-Face Learning*", International Journal of Multicultural and Multireligious Understanding, 8(5), 2021, p.34-41.

learning process, apply learning resources, make an academic decision, and do activities to get learning goals on their own. It will be obtained when students have autonomous learning.

Autonomous learning is a part of learning that has a planning responsibility, doing and evaluating the result of learning, and is extensively used in education. Holec introduced the core concept of autonomous learning earlier, stating that autonomous learning is defined as an individual's ability to direct their learning.[3] Likewise, as stated by Lee the meaning to take charge of our learning is to choose the content of the learning and the methods and procedures that are used in the learning to achieve the learning goals.[4] This means that autonomous learners can decide their learning, determining when, what, why, and how to learn. Thus, the learners take the initiative and have control over their learning. The capacity of autonomous learning is similar to the concept of Littlewood, who states that autonomous learning is the willingness and ability of the learners to assume their responsibility of learning and that this ability includes the knowledge and skills to carry out the learners' choice.[5] While individual willingness refers to the motivation that learners use to take responsibility for their learning. Furthermore, Gardner and Miller stated that learners having autonomy in their learning are capable of initiating and implementing learning programs for themselves own

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[3] H. Holec, (1991). *Self-directed learning: An alternative form of training, Language Teaching Journal,* 29(2), p. 89-93.

[4] J. W. Lee, *Education matters. Global schooling gains from the 19th to the 21st century.* (Oxford: Oxford University press, 2016).

[5] Littlewood. *Autonomy and competence in German and American University students: A comparative study based on self-determination theory. Journal of Educational Psychology*, 96(1), 2003, p. 68-84

self.[6] The autonomous learners set some goals and targets for themselves and find ways to achieve these targets and goals, whether inside or outside of the classroom. This allows the learner to become more conscious of their learning and more organized, and such learners try to avoid the unconscious performance. Thus, the most central and crucial point of learning is the ability how to learn independently.

As indicated previously, there is a need for a certain capacity of learning for the reason to become a successful autonomous learner in autonomous learning. The certain conditions that must be met like the learner should know about the strategies of the learning and should be trained regarded the metacognitive and the cognitive strategies of the learning, the learners should be able to define the way to achieve the learning goals. Similarly, the learning material that is to be used should be authentic and the learners should have the motivation towards its performance. Thus, to achieve higher performance by the students in the process of learning, these activities should be fulfilled. Bruce and Neville point out that educational achievement is measured by standardized achievement tests developed for subjects.[7] What this means is that academic achievement is measured about what is attained at the end of a course, since it is the accomplishment of the medium or long-term objective of education. The bottom line in academic achievement discourse is based on grades and test scores. Therefore, students who have autonomous learning can conduct learning activities

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[6] D. Gardner, & L., Miller, *Establishing self-access: From theory to Goldberg*, (The Executive Brain: Frontal Lobes and the Civilized Mind, 2016), p. 34.

[7] H. C. Bruce. & P. Neville. *Evaluation in education*. (Oxford: Pengamon Press, 1979).

without being directed by others. The better the students' autonomous learning, the better academic achievement can be obtained from a good learning effort.

Academic achievement refers to the grades obtained by students at the end of their studies in an instructional environment, specifically in school, college, and university. Hisken defines academic achievement as the level of actual accomplishment or proficiency one has achieved in the academic area, as opposed to one's potential.[8] The goal of academic achievement is to determine students' ability to master and comprehend the subject matter. The outcome of achievement can demonstrate the progress and decline in students' learning. The rapport is used in the school to present the results of academic achievement. It is visible at the end of each semester. Academic achievement can demonstrate how well someone has done in the learning process. It will be achieved optimally if students can independently carry out learning activities.

Related with this research, there was researchers who paid attention on the same issues. First, Ayu Istiqomah studied about The Correlation Between Students' Autonomous Learning and Students' Academic Achievement on University Muhammadiyah Yogyakarta in academic years 2018/2019. The result of the research is there was positives correlation between students' autonomous learning and students' achievement.

The second research was conducted by Mutmainah who studied about students' autonomous learning and English Learning Achievement. This research

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[8] L. J., Hisken, *The Correlation between self-esteem and Student reading ability, reading level, and academic achievement* (Master thesis: A research paper University of Central Missouri, Warrensburg, Missouri, 2011), p. 25.

was done at the Eleventh Grade at Senior High School 2 Siak Hulu-Kampar the data of the research are students' English score from the teacher and questionnaire. The result of this research is there is no significant correlation between students' autonomous learning and English Learning Achievement of the Eleventh Grade at Senior High School 2 Siak Hulu-Kampar.

Related to this study, based on the writer's informal interview in some schools in Oku Timur, there is a great deal of diversity in information. The first school is a favorite school it is called prima school which has a good internet connection and learning system with tight achievement competition, wherein online learning during this pandemic most students' awareness to implement autonomous learning shows a significant increase. Their achievements during online learning are still quite good, even though most of them are stable. Furthermore, at this school autonomous learning of all students tends to be high and cannot be distinguished because they have been completely screened so that the students who excel are chosen so that they are very independent and serious in learning.

In addition, in other schools where the learning system is ordinary with a school background that is not a favorite school, the application of independent learning is not good enough. The internet connection in this school is still difficult because of the location in the village. Most students are less responsive so they tend to be lazy to learn, they do not take assignments seriously, and are often late in submitting assignments so it is difficult to distinguish the autonomous learning.

Furthermore, SMA Negeri 12 Oku Timur is a school located in the village, which is a model school. The learning system is good to implement an online learning system because the internet access is good and the average students have smartphones. The results of the information obtained from autonomous learning in this school are good but still distinguishable. First, this is because the community in this village is diverse where the financial abilities of each student's parents are different. Its society consists of people who are quite modern, so in general, they can guide their children at home to implement independent learning although some of them are farmers. Secondly, the students at this school are diverse, namely, some are independent and not independent, some go to school just to get a diploma, some are diligent and smart, some are ordinary, and some even go only to fulfill their obligations because school is only what their parents want so that they are very dependent on the guidance of teachers and also parents.

During online learning, some students were still facing problems and difficulties in English learning achievement. Some of the students had good achievements in learning English, some of the students had not a good achievement in learning English, some of the students had good autonomous learning in learning English, and some of the students had not good autonomous learning in learning English. The weakness mentioned above is caused by factors that come from within the students. The factor is students' autonomous learning. Some of the students of SMA N 12 Oku Timur were still low in autonomous learning, such as they felt low confidence to learn English and were less responsibility to their English tasks. Students are often late in submitting

assignments, students do not do assignments if they are not reminded by the teacher, students are not active in the learning process such as students only following learning at the beginning of the learning process, and students do not understand the material, students do not understand the teacher's explanation and do not take the initiative to get explanation references from other sources so that some students do not get maximum results in doing assignments, exercises or tests. As we know, the capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to winder contexts and determines the success of students. Benson suggests there is a close theoretical relationship between the nature of language learning and the development of student of a learner autonomy.[9] Furthermore, Thanasoulas stated to achieve higher performance by the students in the process of learning, some conditions of the autonomous learner must be fulfilled such as the learner should know about the strategies of the learning and should be trained regarding the strategies of the learning, the learners should be able to define the way to achieve the learning goals, the material that used should be authentic and learners should have the motivation towards its performance.[10]

Based on all of the explanations the researcher believes that autonomous learning has a great role in students' achievement. So, the researcher is interested in conducting the study to find out whether or not there is any correlation between autonomous learning and students' achievement by conducting a study entitled:

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[9] Benson. *Teaching and Researching Autonomy*. (London: Pearson Longman,2001)

[10] D. Thanasoulas. *What is learner autonomy and how can it be fostered.* The internet TESL Journal, *6(11),2000, p. 37-48.*

"The Correlation between Students' Autonomous Learning towards Students' English Achievement in Online Learning". The purpose of this study is to look into students' autonomous learning and academic achievement. So, the researcher only focused on the study of the correlation between students' autonomous learning and academic achievement.

B. The Research questions

From the statement above, these research questions can be formulated as follows:

1. How about students' autonomous learning at SMA N 12 Oku Timur?
2. How about students' achievement at SMA N 12 Oku Timur?
3. Is there any correlation between students' autonomous learning towards students' English achievement in online learning?

C. Objective of the research

Based on the research questions of the study, the objectives of the study are: To know students' autonomous learning, to know students' achievement, and to know whether or not there is any correlation between students' autonomous learning towards students' achievement in online learning.

D. Delimitation of the research

In this research, the researcher only focuses on two variables, autonomous learning and achievement. The autonomous learning is measured by using questionnaires. Students are to fill the questionnaire, and the result will be recapitulated in such a way that autonomous learning can be operationally

analyzed to scale the correlation. Whereas achievement will be measured by looking in the teachers' document of students' English score

E. The significance of the research

1). Researcher

The researcher increased their knowledge about the importance of autonomous learning, also as experiences in educational research.

2). For the English teacher/Lecturers

The result of this study assisted teachers in encouraging students to become autonomous in their learning process. The teacher can assign exercises to help students to be independent.

3). Students

After knowing the correlations between students' autonomous learning towards students' achievement, students evaluate their learning method to get a high level of academic achievement. Students are expected to manage and organize their time when doing learning activities, be independent in solving learning problems, and be accountable for their academic achievement.

4). For another researcher

The study can be used as a reference by other researchers who are researching the same topic. The following researchers can investigate the impact of autonomous learning on the teaching and learning process using additional specific variables. The findings of this study may contribute to the advancement of students' learning methods.

F. Definition of Key Terms

The researcher needs definition all of the terms used in this research as follows:

1. Autonomous learning

Holec defined autonomous learning as an individual's ability to direct their learning.[11] In other words, students autonomous learning is a part of learning where students are responsible for their learning, which involved planning, doing the activity, and evaluating so the students can make choice or decision with their knowledge and skill. In this research, the autonomous learning in question is the students' autonomous in learning. While the autonomous learning referred to this study is students' autonomous learning in online learning period. Furthermore, the researcher limits the autonomous learning to nine dimensions related to modified learner autonomy in language learning.

2. Students' achievement

Students' achievement a level of achievement that has been achieved by students against the goals set by each field or study after attending a teaching program within certain time.[12] In this study, the learning outcomes in question are the results of learning English, especially the results of the final semester. Where the researcher knows the students' achievement score from the English teacher at SMA N 12 Oku Timur.

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[11] H. Holec. *Sefl-directed learning: An alternative form of training*. Language Teaching Journal, 29(2),1991, p.89-93.

[12] Arikunto. *Dasar-dasar evaluasi pendidikan*. (Jakarta: PT. Bumi Aksara, 2008) p.269

3. Correlation

Correlation research is one of types of quantitative research in which this research is conducted by involving the relationship between several variables by using various measures of statistical association.[13] In this study what is meant by correlation is a research design to measure two variables x and y or the dependent and independent variables where the relationship between them. The correlation referred to in this study is the relationship between students' autonomous learning and students' achievement during online learning at SMA N 12 Oku Timur.

G. The Organization of Thesis

The thesis consists of five chapters, and each chapter consisted of some sub chapters with detail as follow:

Chapter 1 introduction' this chapter consist of the background of the research, research question, the objective of the research, delimitation of the research, significance of the research, definition of key term, and the organization on the thesis.

Chapter II Literature review; this chapter reviews the literature and previous related findings, theoretical hypothesis.

Chapter III Research Methodology; this chapter provides the methodology of the research. It is included the kind research, subject of the research, techniques collecting data, instrument of the research, and technique for data analysis.

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[13] Postlethwaite, Neville T. *Education Research; Some Basic Concepts and Terminology*, (Paris, France: International Institute for Educational Planning).

Chapter IV Finding and Discussion; this chapter presents the finding and discussion about the autonomous learning and students' achievement.

Chapter V Conclusion and Suggestion; this chapter provides the conclusion and further suggestion regarding the research.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the researcher provides the literature to support the study. The literature reviews of this study tells about autonomous learning, learning achievement, online learning, review previous findings, theoretical hypothesis, and conceptual framework.

A. Concept of Autonomous Learning

In the last decade, autonomy has become one of the hot topics discussed in the teaching and learning of English as a foreign language (EFL). According to Little, in the context of formal education, the basis for learner autonomy is the acceptance of responsibility for one's learning.[14] This means that learner autonomy is the responsibility to organize their learning where students understand what they are learning, why they are learning, how they are learning, and with what degree of success. From the statement above, we see that using autonomy in the classroom will make students learn independently without the help of the teacher.

According to Benson, learner autonomy is divided into three levels of control over learning:[15] Such as; control over learning management (referred to as the

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[14] Little, *Learner Autonomy: Definition, Issues, and Problems*, (Dublin: Authentik,1991) https://www.researchgate.net/publication/259874253_Learner_Autonomy_1_Definition_Issues_and_Problems ,accessed on Mei 20th 2022.

[15] Benson, as cited in Thesis:"*The Correlation Between Students' Autonomous Learning and Their English Learning Achievement At Senior High School, 2 Siak Hulu,* (PekanBaru: State Islamic University of Sultan Syarif Kaim Riau,2020).p.22

learner's observable behavior to plan, organize, and evaluate their learning), control over cognitive processes (referring to attention, reflection, and metacognitive knowledge rather than observable behavior), control over learning content (referring to the situational and social aspects. For the situational aspect, it refers to the freedom of students to determine their own learning goals and objectives, then the social aspect refers to the learning situation and the ability of students to interact with others while studying).

From the exposure definition above, we see that autonomy as the behavior and capacity of learners that can be expressed through all activities ad skills. Independence is the ability of students to manage their learning and achieve their goals. Autonomy is how to make decisions to choose the right strategy.

B. Learner Autonomy

Holec defines autonomy as the ability to take charge of one's learning which is described as having and holding, responsibility for all decisions related to all aspects of learning. It consists of responsibilities for setting objectives, defining content and progress, selecting, methods and techniques, monitoring acquisition procedures, and evaluating what has been obtained.[16] This definition suggests that autonomous learners can direct their learning by making all the important decisions about their management and organization. Furthermore, Little argues that autonomy in learners can take many different forms, depending on their age, how far they have progressed with their learning, how they feel, their immediate

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[16] Holec cited in Thesis: "*Students' Perception of Autonomous Learning In Extensive Reading II Class",* (Yogyakarata; Department Of Language And Arts Education,2009), p.10

learning needs, and so on.[17] The definition of national autonomy begins with autonomous learners taking control and responsibility for their learning and then Benson sees autonomy as a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at times.[18]

In other subjects, accepting responsibility for one's learning is not just a gradual development of metacognitive mastery of the learning process. Autonomy has another dimension, namely self-management, for example, the European council has used an English portfolio that is in line with the development of language learners. Another tool that can be used to increase learner autonomy is self-assessment which Tholin defines as a natural element of autonomous learning because it gives the learner a sense of learning awareness.[19] Gardner and Miller regard self-assessment as a self-monitoring tool that provides learners with immediate feedback on their language skills and learning strategies. He also sees self-assessment as a tool that can increase motivation and also sets some rules for teachers in this process such as increasing awareness among learners about the benefits of self-assessment, providing guidance on how to self-assess, and helping learners to understand the results.[20]

Furthermore, Benson and Voller, on a general note, state that the term autonomy has been used in at least five ways: for conditions when students learn

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[17] Little, cited in Jurnal*;" Self- Assessment and Learner Autonomy,* (Iran: Islamic Azad University,2016),p.46

[18] Benson cited in Hamid Gholami. (2016). *Self- Assessment and Learner Autonomy. Journal Theory and Practice in Language Studies*, 6(1), p. 47

[19] Tholin cited in Hamid Gholami. (2016). *Self- Assessment and Learner Autonomy. Journal Theory and Practice in Language Studies*, 6(1), p. 47

[20] Gardner and Miller, *Establishing self-access: Theory to practice*, (Cambridge: Cambridge University Press,1999).

completely independently, for a set of abilities that can be acquired and implemented in independent learning, to encourage students to take responsibility for their learning, and the right of students to choose their educational path.[21]

In similar cases, Autonomy is defined as the ability to take over one's learning. Autonomy is about people taking more control over their lives. Furthermore, Dickinson accepts the definition of autonomy as a situation in which the learner is fully for all decisions concerned with his definition[22]. It seems that the learner must be an independent theorist and must have a clear view of learning as a whole process, including learning objectives, learning objectives, learning methods, and selection of materials in learning. In other words, it can be said that autonomy includes decisions and actions when learners take responsibility for their learning by making the relevant decisions and implementing them.

Furthermore, Little in Hasanah hows more precisely that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and interactions with others.[23] In this sense, independent learners decide what to learn, when, and how to learn it by taking responsibility for their learning

Based on the above definition, independent learning is learning techniques that see students as individuals who can and must control and be responsible for

[21] Benson, P. & Voller, P*., Autonomy, and Independent in Language Learning*, (London: Longman,1997).

[22] Dickinson cited in David Nunan & Clarice, L., *The Self-Directed Teacher: Managing the learning Process*, (USA: Cambridge University Press, 1996).

[23] Little cited in Hasanah uswatun. (2013). *Autonomous Learning As Language Learning Strategy Based On Students Preferenced Learning Style, Journal on English Language Teaching and Learning, Linguistics and Literature*, 1(2),p.6.

their learning climate. From this definition, it shows that students must become independent thinkers, and must have a clear view of the entire learning process, including learning objectives, learning objectives, learning methods, and choice of materials in learning.

C. Kinds of Autonomous Learning

Dickinson in Nunan stated that there are two kinds of autonomous learning:[24]

a). Fully autonomous

Full autonomy means a situation where the learner is responsible for all decisions related to his learning and the implementation of those decisions. In full autonomy, there is no involvement of teachers or institutions, and learners are also independent of specially prepared materials.

b). Semi-autonomous

In this semi-autonomy students lead to active learning, in this case, students should be encouraged to do some learning by doing it themselves under the guidance of the teacher. At the same time, teachers must adopt new teaching methods to complete the transition from a teacher-centered teaching model to a student-centered model. This learning process can be called semi-autonomous learning. In this process, the role of the teacher has changed but only partially, not completely, the same as the role of the student.

As we know that this type of semi-autonomous learning can stimulate learning autonomy by increasing responsibility, self-awareness, and motivation

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[24]*Ibid*, p.9.

related to their duties as a student. However, in practice students still need the help of a teacher. This is suitable to be applied because high school students who are still approaching the adult stage still need suggestion, as well as feedback from a teacher as their companion in the learning process. Here the teacher plays a role in helping students to create a good learning environment in the learning process, so that students carry out the task remains under the control of the teacher. Because semi-autonomous learning is independent learning that still involves a teacher in learning.

D. Characteristics of Learners Autonomy

Based on the definition of learning autonomy, Dafei states that there is agreement that independent learners understand the goals of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiative in planning and implementing learning activities, and regularly review their learning and evaluate its effectiveness.[25] In line with Dafei, Leni Dam, as quoted in Thanasoulas, added that a person is qualified as an independent learner when he independently chooses goals and objectives and sets goals, chooses materials, methods, and tasks, exercises choices and goals in organizing and implementing the chosen one. . assignments and selecting criteria for evaluation.[26]

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[25] D. Dafei, An Exploration of the Relationship Between Learner Autonomy and English Proficiency, Asian EFL Journal, 2007, p.6.

[26] Dafei, Leni Dam, as quoted in D. Thanasoulas, (2000), *Autonomy and Learning An Epistemological Approach*, Asia Journal, 4(10), p. 115-131.

As a result, autonomous learners are primarily able to determine their overall direction of learning, become actively involved in managing the learning process, and exercise freedom of choice in terms of learning resources and activities.

E. The implication of Autonomous Learning

Since autonomous learning is a learning in which students' autonomy is exercised, this learning provides students with numerous opportunities to take greater control of their learning. As a result, there are changes in learning in the form of the learner's role, learning objectives, and the teacher's role in learning according to Holec[27]

a). The new Role of Learner.

Since autonomous learning gives learners more control over their learning, they play an important role in determining their objectives and contents by making choices based on personal criteria.

b). The new Role of Teacher

The role of the teacher is not to direct the learning process but to serve as a resource or guide for the learner's independent efforts. Voller, cited in Benson, provides three teacher roles in a detailed review of the literature on the teacher's role in self-directed learning. They act as facilitators, counselors, and resources. As facilitator, the teacher is seen as a source of knowledge and expertise; as a counselor, the emphasis of the teacher's role is placed on one-on-one interaction; and as resource persons, teachers are seen as sources of knowledge and expertise.

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[27] H. Holec, *Autonomy in Foreign Language Learning,* (Strasbourg: Council of Europe, 1979).

c). The New Role of Objective

Since autonomous learning is intended to practice students' control over their learning, the learning objectives will be the learners' objectives. Students select goals based on their needs.

F. Indicators of Learner Autonomy

According to Benson there are some indicators learner autonomy based on nine dimension related language learning as follows:[28]

1). Readiness for self-direction, this dimension concerns statements based on attitudes that are associated with students' attitudes toward readiness to engage in self-directed learning in general. This dimension is considered the most representative in the aim of investigating the extent to which students are ready to participate in independent English language learning activities.

2). Independent work in language learning, items in this dimension include students' general attitudes toward independent learning. In other words, students were asked if they were able to learn English on their own without the presence of a teacher.

3). Importance of class/teacher, the items in this dimension focus on obtaining information about students' evaluations of the importance of the class and the role of the teacher.

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[28] Benson cited in Hamid Gholami. (2016). *Self- Assessment and Learner Autonomy. Journal Theory and Practice in Language Studies*, 6(1), p. 47.

4). Role of teacher explanation/supervision, the items in this dimension are based on the student's dependence on the teacher.

5). Language learning activities outside the class, items in the belief dimension are working cooperatively, working outside the classroom, and independent learning in certain areas such as receptive skills.

6). Selecting of content, items in this dimension find students' views about sharing responsibility for choosing content and materials for English lessons.

7). Intrinsic motivation, the items in this dimension aim to determine students' intrinsic motivation in learning languages.

8). Assessment/motivation. items in this dimension focus on a related area of students' attitudes towards external assessments and their importance for motivating student work.

9). Interest in others cultures, items in this dimension survey students' efforts in trying to understand the culture of the foreign language they are learning.

G. English Learning Achievement

Before we discuss learning achievement, we must first know what is meant by learning. According to Kingsley, in Baharuddin learning is a process by which behavior (in a broad sense) is raised or changed through practice or practice.[29] Furthermore, American Heritage Psychology in Baharuddin also defines learning

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[29] Kingsley cited in Baharuddin, *Pendidikan and Psikologi Perkembangan.* (Yogyakarta: Ar-Ruzz Media,2014), p.48

as: to gain knowledge, understanding, or mastery through experience or study, to fix in mind or memory (memorize), to gain experience.

Based on the above definition, it can be concluded that learning is an activity of transferring knowledge in which students acquire changes in themselves through practice and experience that aims to make changes in behavior, attitudes, habits, knowledge, and others.

According to Homby, the achievement is something done successfully, especially with effort and skill.[30] That is, to achieve learning objectives, students must put in a lot of effort and have skills. Especially, in mastering and using English. If students are without effort and skills to achieve their goals, they will not be achieved well.

Arikunto stated that learning achievement is a level of achievement that has been achieved by students against the goals set by each field or study after attending a teaching program within a certain time.[31] This means that after students follow the teaching program and they succeed well. This is evidence that the level of student achievement has been achieved.

Based on the above understanding, learning achievement is something that has been achieved by individuals with their efforts and skills after participating in the teaching and learning process. Individual effort and skill can determine their success in the learning process.

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[30] Hornby. *Oxford Advanced Learner's Dictionary of Current English*, (Oxford: Oxford University Press,1995). p.2

[31] Arikunto. *Dasar dasar evaluasi pendidikan.* (Jakarta: PT. Bumi Aksara, 2008) p.269

H. Online Learning

a. Definition of Online Learning

According to Rossett, Online learning has many promises, but it requires commitment and resources and must be done correctly[32]. Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided. Khan defines online instructions as an innovative approach to convey instruction to a remote audience, using the Web as a medium.[33] Online learning, however, involves more than just presentation and delivery of material using the web. Technology which they use in online learning will help them to stay motivated to learn and maintain their communicative skills.[34]

In Online learning, the process of teaching English in the fields of multimedia and technology is often used[35]. So, in online learning not only the student must understand the technology used in learning but also the teacher. Teachers need to know the development of technology used in the process of learning English[36]. Existing technology help teachers not only conveying content but also in constructing knowledge and meaning.

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[32] Rossett, cited in Thesis; *"Students' Perception Of using Online Learning Materials",* (Makassar; Muhammadiyah University of Makassar,2020), p. 8

[33] Ibid, p.8.

[34] Eka Apriani," *Empowering ICT Potentials in English Language Teaching*", Scientific Journal of Linguistic, Literature and Language Education, 10(2), 2021, p.42-48

[35] *Ibid*, p.43

[36] Eka Apriani," *Implementing E-Learning Training toward English Virtual Lecturers: The Process, Perspectives, Chalenges and Solution*", iJET, 16(04), 2021, p.240.

b. The Characteristics of Online Learning

Based on the explanation above, there are several characteristics of online learning as follows:[37] In online learning students no longer need a special place and time to study, but students can learn anywhere and anytime according to the opportunities each student has individually. Students no longer only have access to textbooks and other printed learning resources, but to digital information sources, which can be accessed through cyberspace. Students and teachers can enhance classroom learning improve classroom learning by accessing information from a unity of sources (databases, libraries, special interest groups), communicating via computer with other students or with experts in special subject areas, and exchanging information/data. Because computers can send information on a variety of media (print, video, and sound and music recordings) computers have become libraries without limits. As students can communicate quickly with text, images, sound, data, and video can change the role of teacher and student.

I. **The Correlation Between Autonomous Learning and English Achievement**

The students and teacher need to understand the relationship and necessity of learner autonomy, so that students can mainly depend on themselves in learning English. Students autonomous learning will give effect by learners in deciding their English learning achievement. Benson suggests that there is a close theoretical connection between the nature of language learning and the

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[37] Ibid, p.12

development of a learner autonomy. Nature of language learning requires the students to be autonomous.[38]

Thanasoulas stated to achieve higher performance by the students in the process of learning, there is certain conditions that must be met like the learner should know about the strategies of the learning and should be trained regarded the strategies of the learning, the learners should be able to define the way to achieve the learning goals, the material that is to be used should be authentic and the learners should have the motivation towards its performance.[39]

According to Myrtawan, Latief, & Suharmanto there are the significant, strong, and positive correlation between learner autonomy and English proficiency.[40] It means that students with a higher level of autonomy are benefited in term of having higher English proficiency.

Furthermore, Ghorbandordinejad & Ahmadabad based on their research is found that learner autonomy are significantly related to English achievement.[41] It means that the learner who indicate lower anxiety may be more afficient in getting the desire achievement in language learning.

Based on the studies, it can be concluded the important advantage of autonomy is that it encourages active learning by making students responsible for their own learning. Based on explanation above, it can be concluded that learner

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[38] Benson. *Teaching and Researching Autonomy*. (London: Pearson Longman,2001)

[39] D. Thanasoulas. *What is learner autonomy and how can it be fostered.* The internet TESL Journal*, 6(11),2000, p. 37-48.*

[40] Myrtawan, latief & Suharmanto. *The Correlation between Learner Autonomy and English Proficiency of Indonesia EFL College Learners*. TEFLIN Journal, 24(1), 2013, p. 64-76

[41] Ghorbandordinejad & Ahmadabad. *Examination of the Relationship Between Autonomy and English Achievement as Mediated by Foreign Language Anxiety*. Journal of Psycholinguistic Research, 45(3),2016, p.739-752.

autonomy and English learning achievement there is significant correlation. If learner autonomy is high, English learning achievement is good.

J. Review of Previous Findings

The study of the correlation between autonomous learning and students' achievement has been done by a few researchers. They found out that there is a significant effect of no effect on correlation between the autonomous learning and students' achievement.

The first research was conducted by Ayu Istiqomah from University Muhammadiyah Yogyakarta in academic years 2018/2019. The title is The Correlation Between Students' Autonomous Learning and Students' Academic Achievement. The findings is the research has positives correlation between students' autonomous learning and students' achievement with the Pearson Correlation value (r-value) was on 0.295 (0.200-0.350).

Furthermore, second research was conducted by Mutmainah from State Islamic University of Sultan Syarif Kasim Riau Pekan Baru in academic years 2020/2021. Based on the findings of the research in the previous chapter, it can be concluded that there is no significant correlation between students' autonomous learning and English Learning Achievement of the Eleventh Grade at Senior High School 2 Siak Hulu-Kampar.

Based on previous research, there are similarities and differences with this study. The similarity of the research is that both aim to determine whether or not there is a correlation between autonomous learning and student achievement. The

difference is that the first study used students from the Muhammadiyah University of Yogyakarta as respondents and the GPA as a benchmark for their achievement, the second study used students from SMA N 2 Siak Hulu Riau as respondents and used student achievement scores, and this study the researcher used students from SMA N 12 Oku Timur as respondents. and students' English achievement scores.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses research methodology which consists of Research Design, Population and Sample, Technique of Collecting Data, Research Instruments, and Techniques of Data Analysis.

A. Research Design

This research is quantitative, it is a method of gaining knowledge by employing a variety of data as instruments to explain a topic. Apuke defined that quantitative research method is research methods relating to the quantification and analysis variables to obtain research results.[42] This involves the use and analysis of numerical data using specific statistical techniques to answer questions such as who, how much, what, where, when, and how. Conversely, quantitative research is research that prioritizes numerical data in the form of numbers.

This research was conducted by applying a correlation study. According to Creswell, in correlational research design, the researcher used correlational statistical test to describe and measure the degree of association (relationship) between two or more variables or a set of scores.[43] The Correlational study was conducted in SMA N 12 Oku Timur year of 2021/2022 It is located in the Nusa Bakti village, Kecamatan Belitang III, Kabupaten Ogan Komering Ulu Timur,

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[42] Apuke, *"Quantitative Research Method: A Synopsis Approach"*. Arabian Journal of Business and Management Review, 6(10), 2017, p.1-8

[43] Creswell as cited in Thesis:" *The Correlation Between Students'Autonomous Learning and Their English Learning Achievement At Senior High School, 2 Siak Hulu,* (PekanBaru: State Islamic University of Sultan Syarif Kaim Riau,2020).p.36

South Sumatera, post code 32382. The researcher had been conducted in the ten, eleven and twelve grade.

According Halpin Croll and Redman in research methods in education book states "The ability of partial correlational techniques to clarify the strength and direction of association between variables is demonstrated in a study.[44] To find the result of correlation there are correlation coefficient which is a statistic measurer.[45] The purpose of correlational research is to find there is correlational or not between two variables and how close relationship with useful like the statement of Louis Cohen Book, "Correlational research is particularly useful in tackling problems in education and the social sciences because it allows for the measurement of a number of variables and their relationships simultaneously".[46] In this research the correlation determined by two variables X and Y. The first variable is students' autonomous learning and independent variable (X) and student's achievement ad dependent variable (Y).

The following is the research design:

$$X \longrightarrow Y$$

Note:

X: Students' Autonomous Learning
Y: Students' achievement in online learning

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[44] Louis Cohen, et al, *Research Methods In Education, 5th Edition*, (London and NY: Taylor & Francis e-Library,2005), p.204

[45] Suharsimi, Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta,2002),p326

[46] Cohen, et al, Op. Cit. p.199

B. The population and Sample

1. Population

The population is the total number of subjects who became research subjects. According to Creswell, population is a group of individuals who have the same characteristics.[47] Meanwhile, according to Arikunto, population is a whole subject in the research.[48] Population can be defined into two kinds, target of population and access of population. Target of population that has been planned in this research planning. Access of population is population that can be accessed when the researcher determines the number of populations.[49]

The population in this research is all grade students of SMAN 12 Oku Timur. Total students of SMAN 12 Oku Timur are around 441 students. These students are distributed in 15 classes.

Table 3.1

No	Classes	Students
1	X.1	30
2	X.2	30
3	X.3	31
4	X.4	30
5	X.5	30
6	XI.MIPA 1	29
7	XI.MIPA 2	29
8	XI.MIPA 3	30
9	XI.IPS 1	22
10	XI.IPS2	22
11	XII.MIPA 1	32
12	XII.MIPA 2	33
13	XII.MIPA 3	32

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[47] Creswell as cited in Thesis: "*The Correlation between Explicit Grammar Knowledge and Writing Ability of EFL Students*" (Jakarta: University Education of Indonesia, 2014), p.34.
[48] Suharsimi Arikunto, Prosedur Penelitian: Suatu Pendekatam Praktik, (Jakarta: PT. Rineka Cipta, 2010), p.173
[49] Sukardi, Metodologi Penelitian Pendidikan, (Yogyakarta: Bumi Aksara, 2010), P.53-54

| 14 | XII.IPS 1 | 30 |
| 15 | XII.IPS 2 | 31 |

Source : Data SMA N 12 Oku Timur

2. Sample

A sample is a subset of the individuals in a population for which data is normally available, according to Hanlon and Larget.[50] In line with that opinion, Sugiono agreed, arguing that the sample is a subset of the population's number and characteristics.[51] The researcher took the sample as many as needed from the population. According to Cohen, Manion, and Morrison, a sample size of 30 is widely considered to be the minimum number of cases required if researchers intend to use statistical analysis on their data; however, this is a very small number, and we would advise much more careful consideration. [52]

According to Suharsimi Arikunto, The sample is part or representative of the population to be studied, and sampling for research if the subject is less than 100 people should be taken altogether, if the subject is large or more than 100 people can be taken 20-25% or more.[53] It takes into account time, power, funds, region, and the risk that the researcher has**.** SMAN 12 Oku Timur has around 441 students. This study took classes X, XI, and XII. From the population, 40 % of the population was taken by the researcher because the researcher think it presents the population well so that the result of the research can be more valid. So, that the number of samples was 40% x 441 students = 176 students. Taking the number of samples by following the sampling technique. As for the sampling technique, the

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[50] B. Halon & B. Larget, *Sample and Population*, (Article: Department of statistic,2011), p.1-21.
[51] Sugiyono. *Metode Penelitian Pendidikan*. (Bandung; Alfabeta,2010).
[52] L. Cohen, L. Manion & Marinson, *Research Method in Education 6th edition*, (Oxon: Routledge, 2007).
[53] Ibid, p.176

researcher using a simple random sampling technique. According to Cohen, Manion, & Morrison in simple random sampling, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population.[54] In this study, the researcher used a random sampling technique of lottery type, where the researcher drew the entire population to determine the individual who would be the sample.

C. The Technique of the Collecting Data

1. The questionnaire

The questionnaire is a data collection technique which is done by giving set of questions or written statements to the respondent to be answered. The scale used in measuring is the Linkert Scale. The Linkert Scale is used to measure the attitudes, opinions, and perceptions of a person or group about social phenomena. The researcher tried to use questionnaire to get responses from the students about students' autonomous learning. The researcher distributed the questionnaire to the students in the form of an online questionnaire, it is geogle form. The questionnaire was then distributed to the students through whatshApp to make it easier for students to fill in, so as not to take up time and also take advantage of existing technology. After that, the students answer by choosing the option to indicate their choices.

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[54] L. Cohen, L. Manion & Marinson cited in Thesis: "*The correlation between students' autonomous learning and their English learning achievement at senior high school 2 SIAK HULU*", (PekanBaru; State Islamic University of Sultan Syarif Kasim Riau, 2020), p.38.

a. Validity and Reliability of Questionnaire

1). Validity

Instruments need to be tested before distribution. This is intended to clarify the question that the questionnaire instrument consists of valid questions. Dempsey said that validity refers to the ability of the instrument in collecting data to measure the data tool.[55] Based on the result, it was determined that all of the items were valid. (See appendix 6).

2). Reliability

According to Kuntjojo, the instrument is reliable because it can measure data with consistency of results.[56] Furthermore, the Nazaruddin and Basuki stated that instrument was measured by Cronbach ALPA and it was reliable when the result was greater than or equal to 0.70.[57] The categories below are level of reliability.

Table 3.2

Cronbach Alpha Technique

No	Reliability	Level of Reliability
1	>0.90	Veri highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/minimally reliable
5	<0.60	Unacceptably low reliability

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[55] Dempsey, *Riset Keperawatan: Buku jar & Latihan,* (Jakarta; PT Grasindo,2002).

[56] Kuntjojo cited in Thesis: "*The Correlationbetween Students' autonomous learning and students' academic achievement*" (Yogyakarta; Universitas Muhammadiyah Yogyakarta,2018), p.23.

[57] Nazaruddin & Basuki. *Analisis Statistik dengan SPSS*. (Yogyakarta: Danisa Media, 2015)

Table 3.3

Reliability Statistic of Students' Autonomous Learning

Reliability Statistics

Cronbach's Alpha	N of Items
.911	44

From the table above, it can be seen that all the items were reliable with the reliability of the items was very highly reliable.

2. The Documentation (Achievement scores)

The documentation method is a technique of collecting data with written sources that already exist. This data collection technique was done by relying on document as data sources used to complete research such as photos, videos, pictures, documents, data and tables. In this research, the documentation method was carried out by taking notes from documents related to students' achievement in online learning. The researcher used the English scores of the English Subject in the end of the semester to know students' achievement from the teachers. The researcher uses the test score because the test score covers all the material because it is valid. After all, it has been tested by the team and represents the results of one semester of study.

D. Research Instruments

1. Questionnaire

The questionnaire is a data collection tool that contains several questions that must be answered by respondents. Questionnaires are used to collect factual data.

The use of questionnaires is more efficient in terms of time, and cost and can cover a large number of respondents. Questionnaires are used to obtain data directly in the form of answers that have been given by researchers or to answer themselves about the relationship between learning independence and student achievement.

The questionnaire in this study adheres to Benson's view for measuring autonomy. Benson claims that we may well be able to observe whether learners display a greater degree of control in particular aspects of their learning. For example, we may be able to say that they are more able to self-assess their own learning, to reflect upon the value of their learning activities or to design their own learning programs. Dimension in this study related to language learning and items in nine dimensions indicate whether learners display a greater degree of control in certain aspects of their learning where the statement relating to these dimensions were designed and adapted according to the language comprehensibility of children. LAQ was adopted in this study because it is the most comprehensive in terms of content validity compared to other available questionnaire in the area of learners autonomy as confirmed by many field researcher. For the dimension like importance of classroom and teacher, the role of teacher, objective and evaluation and assessment/motivation is the development dimensions of the autonomy dimension itself. Likert Scale was used to measure attitude, opinion, and perception in education. The instrument has some alternative options based on Likert scale; Never (tidak pernah), seldom (jarang), sometimes (kadang-kadang), and often (sering) , always (selalu).

Table 3.4

Likert Scale Score

No	Answer	Score
1	Never	1
2	Seldom	2
3	Sometimes	3
4	Often	4
5	Always	5

Table 3.5

The Blueprint of Learner Autonomy

Theory	Indicators	Items	Number of Question
Benson sees atonomy as a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times.	Readiness for Self-direction	• I usually set my own goal for each semester • When I hear someone talking in English, I listen to them very carefully • I want to talk in English with my family or friends • I would like to continue learning English on my own or without a teacher in the future • If I have not learned something in my English lesson, I am responsible for it • I know my weaknesses but keep trying to improve myself	1,3,4,16, 28,32
	Independent Work in Language Learning	• I use other English books and resources on my own will. • I use other English books and resources on my own will. • I like activities in which I can learn on my own when learning English • I like trying new things while I am learning English • I use my own methods to learn vocabularies in English • I like learning English words by looking them up in a dictionary	2,5,6,7,10, 20,35

		• I think that I learn English better when I work on my own	
	Importance of Class/ Teacher	• I am afraid that I will not learn a topic if the teacher does not explain it in the English class • I feel confident when the teacher is beside me while I am learning English • I can learn English only with the help of my teacher • My teacher always guides me in learning English • I can learn the English grammar on my own or without a teacher • I can learn English on my own outside of the classroom • I know how I can learn English best • I know my weaknesses but keep trying to improve myself	8,11,12,13,18,19,27,36
	Role of Teacher Explanation /supervision	• I learn better when the teacher explains something on the board • I would like my teacher to explain about grammatical rules several times while learning English • I feel happy when my teacher explains about something in English thoroughly • I would like my teacher to correct my errors when I make a mistake • I want the teacher to give us the words that we are about to learn	9.14,15,21,22
	Language learning activities outside the class	• I like getting involved in projects where I can work with other students in an English lesson. • I like to use cassettes, video tapes, and/or CDs to learn a foreign language outside of the classroom • I like to listen to and/or read something in English outside of the classroom • I find it more useful to work with my peers than working on my own in an English lesson	17,23,24,37
	Selecting Content	• I would like to choose my own materials for my foreign language lessons	25,26,29

		• I would like to share the responsibility of deciding what to do in the English lesson • I would like to choose the content of what is to be learned in the English lesson.	
	Intrinsic Motivation	• I know my weaknesses but keep trying to improve myself • I believe that I will reach a good proficiency level in the English language • I can be a fluent English speaker in the future	31,33,40
	Assessment/ Motivation	• The teacher should give me regular tests • Every time I finish doing an assignment, the teacher should score or correct it • I do the English lesson activities only when my teacher is going to grade me • I have my own ways to measure how much I have learned	30,34,38, 39
	Interest in Other Cultures	• I can be a fluent English speaker in the future • I try to understand jokes and riddles in foreign languages • I try to investigate the culture of the foreign language that I am learning • I try to investigate idioms and sayings of the foreign language that I am learning	41,42,43, 44
Total			44 items

Respondents were asked to provide alternative answers to the question. The questionnaire was distributed by the researcher in English and Indonesia Language so that the participants could easily understand and respond to it. Then it also reduced the bias data. Respondent only choice on the answer column available on the instrument sheet according to their situation.

2. Documentation

The documentation used in the research is document analysis. Documentation was used to determine students' achievement in online learning that the researcher took with the teacher of English subject. After getting students' scores in online learning, the researcher analyzed them to determine the average of the score.

Table 3.6

The Indicator of Teacher Assessment of SMA N 12 Oku Timur

No	Aspect	Material	Indicator
1.	Writing	Announcement, Invitation, text description	• Students are able to write down the differences and similarities of several texts • Students are able to identify and write the parts of the text • Students are able to write the language of the text • Students are able to create and write text according to its structure
2.	Speaking	Text procedure, Invitation, Talking about self.	• Students are able to pronounce words with a good accent • Students are able to speak without making mistakes in grammar • Students are able to use vocabulary correctly • Students are able to speak with a clear intonation • Students are able to speak fluently • Students are able to speak with the right duration
3.	Reading	News, analytical exposition, dialog	• Students are able to read vocabulary well • Students are able to read the text aloud in front of the class with the correct words and stress • Students are able to read the text with a good reading speed • Students are able to understand language features

4	Listening	About song	• Students are able to identify the linguistic elements of song lyrics related to life • Students are able to mention parts related to certain messages after listening to them • Students are able to capture meanings related to social functions and linguistic elements contextually in song lyrics related to life

At the top of the table, a partial row reads:

| | | | • Students are able to capture the meaning of the text they read |

E. The Technique of Data Analysis

After getting the data from the students in the questionnaire, the researcher needs to analyze the data and correlate it between the questionnaire result and students' achievement scores. Data operation technique was done by using the steps below:

a. Finding the normality test

Normality test is used to know whether the independent variables are normally distributed or not. To check the normality test of the independent variable, it can be done by using SPSS. The normality can be seen from p (significance) with the interpretation if p value is greater than 0.0f (p>0.05), it tells that distribution of the data is normal.

b. Finding the number correlation

The technique on data analysis used correlation technique from Pearson Product Moment, that is;

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

Information:

rxy   = Coefficient of correlation between X variable and Y variable (koefisien correlation between variable X dan Y)

N   = number of respondents

$\sum$XY   = the sum of the products of X and Y score for each student

$\sum$X   = the sum of X scores

$\sum$Y   = the sum of Y scores

$\sum^2$ = the sum of quadrate of each X scores

$\sum$Y²   = the sum of quadrate of each Y scores

$(\sum$X$)^2$ = the sum of quadrate of $\sum$X scores

$(\sum$Y$)^2$ = the sum of quadrate of $\sum$Y scores

With the formula, the researcher got r coefficient that can describe the correlation between X variable and Y variable, as below;

rxy	Interpretation
0.00-0.199	The correlation between x variable and y variable is very weak or can be told there is no correlation between the variables.
0.20-0.399	There is a weak correlation between x variable and y variable

0.40-0.599	There is enough correlation between x variable and y variable
0.60-0.799	There is a strong correlation between x variable and y variable
0.80-1.000	There is a very strong correlation between x variable and y variable.

F. The statistical hypothesis

The statistical hypothesis with significance level was formulated as follow:

Ho : r = 0

Ha : r ≠ 0

If rxy > r table means there is a correlation between x variable and y variable, Ha is accepted and Ho is rejected.

If rxy < r table means there is no correlation between x variable and y variable, Ho is accepted and Ha is rejected.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the research finding and discussion which consists of students' autonomous learning and their Achievement data, the correlation between them, and discussion section. Moreover, the analyzed the data, the researcher got findings of Normality Test, Analysis of Correlation, Test of Hypothesis, and Determination of Coefficient. The last, this chapter present the discussion of the findings.

A. Finding

1. Students' Autonomous Learning.

The first question is "How about autonomous learning at SMA N 12 Oku Timur". The data were collected from 176 respondents using questionnaire with the total number is 44 items. In this research, the researcher has analyzed the data using descriptive statistic by SPSS to find out about students' autonomous learning.

Tabel 4.1

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Autonomous Learning	176	126.00	83.00	209.00	145.9375	23.32434	544.025
Valid N (listwise)	176						

The result the table below showed that there are 176 students' autonomous learning. The mean of the students' autonomous learning score was 145.93 which was interpreted as the average score obtained by students. Furthermore, the highest score of autonomous learning was 209 and the lowest score of autonomous learning was 83. Therefore, the range score between the highest and the lowest score of autonomous learning was 126. The last, the standard deviation of the autonomous learning was 23.32. So, the conclusion is the students have very high level or good autonomous learning.

2. Students' English Achievement

The second research question is "How is about students' achievement at SMA N 12 Oku Timur". The researcher was found the students achievement. Students' achievement is measured using the score of English tests in the last semester. The data were collected from 176 respondents. In this research, the researcher has analyzed the data using descriptive statistic by SPSS to find out about students' English achievement.

Tabel 4.2

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Students Achievement	176	50.00	40.00	90.00	70.5852	9.27322	85.993
Valid N (listwise)	176						

The data in the table indicates that there are 176 students' achievement collected. The mean of the students' achievement was 70.58 which was

interpreted as the average score obtained by students. In addition, the highest score of students' achievement was 90, whereas the lowest score of students' achievement was 40. Therefore, the range score between the highest and the lowest score of students' achievement was 50. The last, the standard deviation of the students' achievement was 9.27. So, the conclusion is the students have quite good or average of achievement.

3. The Correlation Between Students' Autonomous Learning and Their English Achievement.

 a. Normality Test

The normality test was conducted using SPSS software. It is done to know whether the populations from which the samples are taken are normally distributed or not. It is important because normal data is an underlying assumption in parametric testing. The result of normality test is presented as follow:

Table 4.3

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		176
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.98007006
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.044
Kolmogorov-Smirnov Z		.939
Asymp. Sig. (2-tailed)		.341

a. Test distribution is Normal.

b. Calculated from data.

Regarding to the data in that table, both students autonomous learning and their achievement are normally distributed because the value of both scores are higher than value of 5% or 0.05. The test normally was analyzed by SPSS. The test result showed that the significance value students' autonomous learning is 0.939, in which 0.939 > 0.05. Furthermore, the significance value of achievement was 0.341, in which 0.341 > 0.05. Since the data distribution is normal.

b. Analysis of Correlation Coefficient

This part explains the calculation using SPSS to get a faster result. This table also demonstrated the manual calculation of using Pearson Correlation Formula to get a double check in finding correlation coefficient. The data are distributed as follows:

Table 4.4

SPSS Pearson Correlation

		Autonomous Learning	English Score
Autonomous Learning	Pearson Correlation	1	.903[**]
	Sig. (2-tailed)		.000
	N	176	176
English Score	Pearson Correlation	.903[**]	1
	Sig. (2-tailed)	.000	
	N	176	176

**. Correlation is significant at the 0.01 level (2-tailed).

After getting the result from the SPSS to get a double check in finding correlation coefficient the researcher has made manual calculation of using Pearson Correlation Formula. It is presented as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{176.1847169 - (25685)(12423)}{\sqrt{(176.3843609 - (25685)^2)(176.891929 - (12423)^2)}}$$

$$r_{xy} = \frac{325.101.744 - 319.084.755}{\sqrt{(676.475.184 - 659.719.225))(156.979.504 - 154.330.929)}}$$

$$r_{xy} = \frac{6.016.989}{\sqrt{(16.755.959))(2.648.575)}}$$

$$r_{xy} = \frac{6.016.989}{\sqrt{44.379.414.108.425}}$$

$$r_{xy} = \frac{6.016.989}{6.661.787,6}$$

$$r_{xy} = 0,903$$

Both of the calculation above shows the outcome of Pearson Product Moment Correlation Coefficient, using manual calculation and SPSS software. It shows that the value of coefficient correlation of the independent variable (Students' autonomous learning) and the dependent variable (Students' achievement) is 0.903.

4. Hypothesis Test

To the test hypothesis, the correlation coefficient from the calculation (r_{xy}) is compared to r table. In term of the statistical hypotheses, these can be portrayed as follows:

1). If rxy > r table means there is a correlation between x variable and y variable, Ha is accepted and Ho is rejected.

2). If rxy < r table means there is no correlation between x variable and y variable, Ho is accepted and Ha is rejected.

5. Determination of Coefficient

Coefficient determination is interpreted as the amount of contribution of the variable x to variable y. It is obtained by the following formula:

R= r^2 x 100%

R= 0.903^2 x 100%

R= 0,815,409 x 100%

R= 81,54

It means that the contribution of x variable is 81,54% towards y. The other contribution are given by other variables.

B. Discussion

1. Student Autonomous Learning

The first research question in this study is "How about students' autonomous learning at SMA N 12 Oku Timur. Based on the results of a

questionnaire from 176 respondents using a questionnaire with 44 question items, the researchers found that the students' autonomous learning of the Students of SMA 12 Oku Timur was good. It is indicated by the average score (mean) of students' autonomous learning that is 145.93. Overall, the results of the questionnaire on learning independence on average show good autonomous learning results. The highest autonomous learning score is 209 and the lowest is 83.

Based on the findings above, it can be said that students have a very high level of autonomous learning, it means that students show that they have good autonomous learning. This is following Dickinson's statement that learning autonomy is a situation where students are fully responsible for implementing learning decisions. Students understand their learning goals, responsibilities, and goal setting, and take the initiative in planning, carrying out learning tasks, and conduct learning evaluations as stated by Little. Furthermore, Holec says, autonomy as the ability to take charge of one's learning is elaborated as to have and to hold, the responsibility for all the decisions concerning all aspects of learning. It consists of the responsibility for determining the objectives, defining the contents and progressions, selecting, methods and techniques, monitoring the procedure of acquisition, and evaluating what has been acquired.

Students who have autonomous actively participate in the learning process, are confident to provide ideas and opinions. This is in line with Lap's opinion stated in Gholami that self-confidence is one of the influential factors in student

autonomy, other factors such as willingness, attitude, attitude, assessing self-progress, readiness, choosing materials, and planning learning activities.

Independence is something that plays an important role in learning, especially learning English, this is because learning independence is the ability of students to carry out learning activities with their encouragement and without coercion from others. This is in line with the opinion of Tirtaharja and La Sulo, independent learning is defined as learning activities that take place more driven by their own will, their own choices, and accompanied by a sense of responsibility from students. Independent students must be able to create their learning conditions and express their meaning stated by Molalei & Rosati. In conclusion, autonomous learning is the awareness of students to learn without orders from others as a form of responsibility towards themselves in the learning process.

The basic areas that must be focused on autonomous learning include 4 areas from 9 areas that are indicators of autonomous learning assessment in students. The first area is Readiness for Self-Direction which focuses on investigating the extent to which students are ready to participate in English independent learning activities. This Readiness for Self-Direction explores student information in several ways, including whether students set the targets to be achieved, listen to English conversations carefully, have the desire to speak English with others, able to continue learning English by their selves without a teacher in the future, realizing their mistakes and responsibilities, and realizing their weaknesses and trying to fix it. This aspect is important because the readiness for self-direction is a basic foundation that students must have so that they can be responsible for

themselves in the learning process, be able to optimize their learning outcomes, and be able to manage their behaviors. Readiness itself means the form of a student's willingness to do something. In the learning process, this learning readiness affects the learning process of students because this learning readiness includes maturity and physical growth, intelligence background of experience, motivation of perception, and principles. As a teacher or prospective a teacher, we can increase students' readiness to direct ourselves in learning by increasing student motivation. These methods include using various methods, making students active, giving challenging but realistic assignments, giving proportional assignments, giving instructions to students appropriately, giving input, giving awards, and not giving bad comments if students make mistakes in learning. So that the readiness of students to direct themselves is well formed and in the end, students can achieve better learning achievement.

The second aspect is Independent Work in Language Learning which focuses on investigating whether students can learn English themselves without the help of teachers. Independent Work in Language Learning explores information about students' independence in several ways, whether students use books and other reference sources that are following their own will, whether students enjoy learning grammar by their own will, whether students like activities in learning English, whether students like new things In learning English, learning and mastering vocabulary independently, and believe in one's abilities. This aspect is important because if students can be independent in learning English without the assistance of teachers, the student can master competence and achieve the learning

objectives in the form of knowledge or skills that they want. In addition, students who have learning independence will be able to make choices that they consider correct and responsible for the risks and consequences caused by their choices. This learning independence can be different in each student where the difference can be seen in the motivation and interest of students in learning. Students who do not have motivation and interest in learning will not be able to learn independently and experience various difficulties in academics. Students who have learning independence will be motivated to learn something with their abilities without asking for help from others. As a teacher or prospective a teacher, we can foster student learning independence by fostering student interest in what is taught so that it helps students in learning activities by providing motivation and making subject planning. The teacher can provide examples of the reality or experience that occurs in everyday life as a comparison between success and failure. It is hoped that students will have good independence in working on each of their obligations without having to rely on teacher assistance.

The third aspect is the Role of Teacher Explanation/Supervision. This aspect explores student information in several ways, whether students understand the material with the teacher if the teacher explains it, whether students' repetition of explanations about the rules in grammar, as well as whether students are motivated when the teacher explains in detail, whether students want the teacher to justify the mistakes made, As well as whether students want teacher give vocabulary to learn. The Role of Teacher Explanation/Supervision aspect is important because the role of this teacher contributes to creating a quality generation, both

intellectually and morally so the class can succeed and continue the national leadership relay. The teacher or prospective teacher has a role in education, first as a facilitator. As a facilitator, the teacher must be able to facilitate learning so that all students can be actively involved, and gain authentic experience. The second role is as a motivator, where the teacher in the teaching and learning process must encourage students to be strong in facing existing challenges and not easily discouraged. Thirdly as an inspiration, where teachers must be able to inspire students to continue to work and be enthusiastic about achieving their goals and contributing positively to society. The fourth role is as a mentor where the teacher can become a student's learning partner, giving directions and guidance to students. Fifth is to become a developer of empathy values where the teacher must be able to collaborate with others and also instill positive character values in students

The fourth aspect is Intrinsic Motivation. Intrinsic Motivation explores information in several ways, namely whether students like and are interested in speaking in English, whether students can achieve good levels of English skills, and whether students are sure to be able to speak English smoothly. This intrinsic aspect of motivation is important because basically, we know that motivation is something that has a big role in students. Intrinsic motivation is a motivation where a person behavior to do or achieve something for himself. This motivation aims to care for, develop and satisfy yourself and also identify potential, and explore abilities. Intrinsic motivation is important because it encourages from within by making a person easier to understand something. Teachers or

prospective teachers can foster student intrinsic motivation in several ways, namely sharing life experiences that will make students' mindset more open and think realistically, cooperating with students in learning experiences so that there is an exchange of information that will complement each other, provoking student curiosity in each subject with providing interest around what is taught and can provide games, challenge students to find new solutions so that students are accustomed to solving problems well, giving creative enthusiasm in completing their assignments. So that at the end of the learning process, students' intrinsic motivation can be formed well and students can become independent students in every learning process.

2. Student's achievement

The second research question is about how about students' achievement at SMA N 12 Oku Timur. The results of this research show that the value of achievement in learning English in online learning that the researchers did at SMA N 12 Oku Timur which were sourced from the documentation of the English teacher from the English teacher at SMA N 12 Oku Timur showed that the students' achievement in average is good. The mean score of students' achievement in average is good enough as well. The mean score of students' achievement is 70.58. The highest students' achievement score was 90 and the lowest students' achievement score was 40. From the documentation data that the researcher got from the English teacher at SMA N 12 Oku Timur, only a few students got low scores and most of them got good grades. It shows that their performance in English is good.

Academic achievement as something that is obtained by someone after doing learning activities. Homby stated that the achievement is something done successfully, especially with effort and skill, so to achieve learning objectives, students must try hard and have skills, especially in mastering and using English.

Learning achievement seems to be a change in student behavior that can be observed and measured in the form of a change in knowledge. The higher a person's learning independence attitude will enable that person to achieve high learning outcomes stated by Tahar.

In the learning process, it is undeniable that the learning achievement obtained by a person becomes a measure of student learning success. This is in line with Slameto's opinion that academic achievement is the main measure to determine student learning success.

In conclusion, learning achievement is something that students get after doing learning activities in the learning process.

3. The Correlation between students' autonomous learning towards students' English achievement in online learning.

The last research question is about how the correlation between student autonomous learning and student achievement in online learning. Based on the calculation of the analysis, the score of correlation coefficient (r) is higher than score r table (r_t). In this case, the correlation coefficient (r) found is 0,903, while the r table (r_t), score in the significant of 0.05 or 5% is 0.147. Furthermore, the $r_{xy} = 0.903 > (r_t) = 0.147$. The hypothesis showed that Ha is accepted and Ho is

rejected. It is interpreted that a correlation does exist between the two variables. In other words, there is correlation between students' autonomous learning and students' achievement in online learning of students of SMA 12 Oku Timur in academic years 2021/2022. Moreover, based on the calculation of determination (r), autonomous learning has 81,54% contribution towards students' achievement. Meanwhile, based on the interpretation of the table or r score it places in the range 0.80-1.000. It indicates that there is correlation between two variables and it is very strong. Furthermore, students who have good autonomous learning will have a high level of learning outcomes, students who have poor autonomous learning will have poor learning outcomes or tend to be low, and the students who have normal level of autonomous learning or a moderate category that has quite good learning outcomes.

In Language Education, the notion of learner-centered and autonomous practice has been incorporated into communicative language teaching. Students who have a higher level of autonomy benefit from having higher English proficiency. This is in line with Myrtawan, Latief, & Suharmanto who states that there is a significant, strong, and positive correlation between student autonomy and English language ability based on their research that investigated the correlation between learner autonomy and English proficiency in Indonesian English foreign language college learners. Furthermore, Benson suggests that

there is a close theoretical connection between nature of language learning and the development of learner autonomy

Based on the explanation above, the researcher concludes that there is a significant correlation between students' autonomous learning and students' English achievement in online learning at SMA 12 Oku Timur.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study was to determine the relationship between autonomous learning and student English achievement in online learning at SMA N 12 Oku Timur. Based on the data analysis above, the researcher concluded that;

1. Students of SMA N 12 Oku Timur had a very high level of autonomous learning with an overall average score of autonomous learning was 145.93 with the highest score of 209 and the lowest score of 83. Based on these results, it can be concluded that most students have very good autonomous learning.

2. Students' achievement of SMA N 12 Oku Timur is good with an overall average of 70.58 with the highest students' achievement being 90 and the lowest English score being 40. Based on this average, it means that students have a quite good level or average of achievement in learning English.

3. Correlational research got the result that the significance (p-value) was at 0.903. The strength of the correlation is at a very high level or very strong with a Pearson correlation value (r-value) of 0.903 (0.80-0.1000). Based on hypothesis ha is accepted, so there is a positive correlation between autonomous learning and students' English achievement in online learning. Autonomous learning and student achievement is running direction. students who have good autonomous learning will have a high level of learning outcomes, students who have poor autonomous learning will have poor

learning outcomes or tend to be low and the students who have normal score of autonomous learning or a moderate category that has quite good learning outcomes.

B. Suggestions

Based on the conclusion above, the writer would like to give some suggestions as below:

1. For the English Teacher

The teacher should pay attention to students and encourage them so that students always determine learning independence in the learning process. In addition, the learning and evaluation provided take into account students' thinking abilities whereas process evaluation must provide an opportunity for students to develop themselves.

2. For Students of SMA N 12 Oku Timur

By the potential that students have, students should be able to develop the potential that exists in themselves because learning independence requires practice, a person will not be idle if they are still often dependent on others, therefore students should be able to take advantage of all existing facilities whether they have or the facilities at school are as good as possible.

3. For further researcher

This research is too far the category of perfect. Therefore, the researcher hopes that another future researcher who are going to be interested in this field

will conduct it deeper to get the new knowledge and information of autonomous

learning in the process of English Learning.

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APPENDICES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : **72** Tahun 2022
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup.
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup.
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi.
		5.	Keputusan Menteri Agama RI Nomor B.II/3/15447 tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0049 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Surat Rekomendasi dari Tadris Bahasa Inggris Nomor: /FT.2/PP.00.09/TBI/2022 Tanggal 17 Januari 2022
		2.	Berita Acara Seminar Proposal Hari Selasa, 28 Desember 2021

MEMUTUSKAN:

Menetapkan			
Pertama	:	1.	Eka Aprinuni, M.Pd — 199004032015032005
		2.	Jumatul hidayah, M.Pd. — 197802242002122002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	Astuti
N I M	:	18551011
JUDUL SKRIPSI	:	"**The Correlation Between Students' Autonomous Learning Towards Studens' Achievement In Online Learning**"

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku .
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 21 Januari 2022
Dekan

Dr. H. Ifnaldi, M.Pd

Tembusan :
1. Rektor
2. Bendahara IAIN Curup.
3. Kabag Akademik Kemahasiswaan dan kerja sama.
4. Mahasiswa yang bersangkutan.

PEMERINTAH PROVINSI SUMATERA SELATAN

DINAS PENDIDIKAN

SMA NEGERI 1 BELITANG III

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S U R A T   K E T E R A N G A N

Nomor : 423/283/SMAN1BLT III/Disdik.S.S/03/2022

Menindak lanjuti surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Curup Nomor : 262/In.34/FT/PP.00.9/03/2022 Tanggal : 31 Maret 2022 Perihal Izin Penelitian . Sehubungan dengan hal tersebut, kami memberikan Izin kepada :

Nama	:	**ASTUTI**
N I M	:	18551011
Prodi	:	Tadris Bahasa Inggris
Judul	:	"The Correlation Between Students' Autonomous Learning Towards Students' Achievement in Online Learning"

Telah melakukan Penelitian di Lingkungan SMA Negeri 1 Belitang III OKU Timur sejak Tanggal 16 April 2022 sampai dengan tanggal 27 Mei 2022

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Belitang III, 2 Juni 2022

Kepala Sekolah

SUYANTO,S.Pd,M.Pd

NIP. 19690410 199512 1 004

APPENDIX 1

Recapitulation of Students' Autonomous Learning score

1	Student 1	157
2	Student 2	165
3	Student 3	134
4	Student 4	136
5	Student 5	141
6	Student 6	132
7	Student 7	158
8	Student 8	156
9	Student 9	130
10	Student 10	151
11	Student 11	157
12	Student 12	154
13	Student 13	123
14	Student 14	132
15	Student 15	193
16	Student 16	164
17	Student 17	174
18	Student 18	153
19	Student 19	154
20	Student 20	148
21	Student 21	144
22	Student 22	139
23	Student 23	169
24	Student 24	143
25	Student 25	131
26	Student 26	202
27	Student 27	165
28	Student 28	144
29	Student 29	209
30	Student 30	159
31	Student 31	167
32	Student 32	165
33	Student 33	133
34	Student 34	132
35	Student 35	150
36	Student 36	128
37	Student 37	140

38	Student 38	160
39	Student 39	160
40	Student 40	144
41	Student 41	132
42	Student 42	134
43	Student 43	140
44	Student 44	117
45	Student 45	112
46	Student 46	116
47	Student 47	141
48	Student 48	155
49	Student 49	143
50	Student 50	161
51	Student 51	133
52	Student 52	111
53	Student 53	111
54	Student 54	154
55	Student 55	84
56	Student 56	105
57	Student 57	84
58	Student 58	88
59	Student 59	83
60	Student 60	142
61	Student 61	134
62	Student 62	102
63	Student 63	118
64	Student 64	118
65	Student 65	144
66	Student 66	153
67	Student 67	154
68	Student 68	106
69	Student 69	131
70	Student 70	105
71	Student 71	150
72	Student 72	128
73	Student 73	186
74	Student 74	92
75	Student 75	196
76	Student 76	135
77	Student 77	154
78	Student 78	123

79	Student 79	144
80	Student 80	128
81	Student 81	176
82	Student 82	176
83	Student 83	173
84	Student 84	162
85	Student 85	138
86	Student 86	179
87	Student 87	167
88	Student 88	154
89	Student 89	143
90	Student 90	146
91	Student 91	166
92	Student 92	133
93	Student 93	138
94	Student 94	103
95	Student 95	162
96	Student 96	144
97	Student 97	152
98	Student 98	162
99	Student 99	150
100	Student 100	136
101	Student 101	147
102	Student 102	148
103	Student 103	144
104	Student 104	151
105	Student 105	151
106	Student 106	152
107	Student 107	140
108	Student 108	160
109	Student 109	175
110	Student 110	168
111	Student 111	149
112	Student 112	176
113	Student 113	130
114	Student 114	149
115	Student 115	135
116	Student 116	141
117	Student 117	94
118	Student 118	152
119	Student 119	147

120	Student 120	136
121	Student 121	110
122	Student 122	116
123	Student 123	121
124	Student 124	131
125	Student 125	179
126	Student 126	117
127	Student 127	168
128	Student 128	160
129	Student 129	187
130	Student 130	152
131	Student 131	176
132	Student 132	145
133	Student 133	176
134	Student 134	176
135	Student 135	142
136	Student 136	121
137	Student 137	143
138	Student 138	125
139	Student 139	151
140	Student 140	155
141	Student 141	148
142	Student 142	139
143	Student 143	152
144	Student 144	173
145	Student 145	129
146	Student 146	146
147	Student 147	150
148	Student 148	159
149	Student 149	109
150	Student 150	135
151	Student 151	125
152	Student 152	131
153	Student 153	147
154	Student 154	120
155	Student 155	164
156	Student 156	191
157	Student 157	162
158	Student 158	161
159	Student 159	168
160	Student 160	143

161	Student 161	153
162	Student 162	168
163	Student 163	171
164	Student 164	180
165	Student 165	135
166	Student 166	137
167	Student 167	148
168	Student 168	169
169	Student 169	148
170	Student 170	132
171	Student 171	180
172	Student 172	202
173	Student 173	151
174	Student 174	168
175	Student 175	154
176	Student 176	138

APPENDIX 2

Recapitulation of Students' Achievement

No	Name	Students' achievement
1	Student 1	73
2	Student 2	79
3	Student 3	62
4	Student 4	65
5	Student 5	70
6	Student 6	60
7	Student 7	74
8	Student 8	72
9	Student 9	60
10	Student 10	70
11	Student 11	73
12	Student 12	72
13	Student 13	60
14	Student 14	65
15	Student 15	87
16	Student 16	78
17	Student 17	83
18	Student 18	72
19	Student 19	72
20	Student 20	72
21	Student 21	70
22	Student 22	65
23	Student 23	78
24	Student 24	75
25	Student 25	68
26	Student 26	87
27	Student 27	80
28	Student 28	70
29	Student 29	90
30	Student 30	72
31	Student 31	80
32	Student 32	78
33	Student 33	65
34	Student 34	65
35	Student 35	74

36	Student 36	60
37	Student 37	70
38	Student 38	76
39	Student 39	78
40	Student 40	70
41	Student 41	60
42	Student 42	62
43	Student 43	70
44	Student 44	58
45	Student 45	50
46	Student 46	55
47	Student 47	70
48	Student 48	74
49	Student 49	72
50	Student 50	76
51	Student 51	65
52	Student 52	60
53	Student 53	56
54	Student 54	75
55	Student 55	40
56	Student 56	50
57	Student 57	45
58	Student 58	60
59	Student 59	58
60	Student 60	70
61	Student 61	68
62	Student 62	60
63	Student 63	65
64	Student 64	60
65	Student 65	74
66	Student 66	78
67	Student 67	73
68	Student 68	60
69	Student 69	67
70	Student 70	60
71	Student 71	75
72	Student 72	60
73	Student 73	86
74	Student 74	50
75	Student 75	87
76	Student 76	70

77	Student 77	89
78	Student 78	60
79	Student 79	70
80	Student 80	60
81	Student 81	80
82	Student 82	84
83	Student 83	80
84	Student 84	72
85	Student 85	60
86	Student 86	78
87	Student 87	74
88	Student 88	72
89	Student 89	72
90	Student 90	70
91	Student 91	76
92	Student 92	60
93	Student 93	62
94	Student 94	55
95	Student 95	76
96	Student 96	75
97	Student 97	75
98	Student 98	73
99	Student 99	80
100	Student 100	74
101	Student 101	76
102	Student 102	80
103	Student 103	75
104	Student 104	75
105	Student 105	78
106	Student 106	75
107	Student 107	80
108	Student 108	90
109	Student 109	85
110	Student 110	75
111	Student 111	80
112	Student 112	78
113	Student 113	75
114	Student 114	70
115	Student 115	70
116	Student 116	72
117	Student 117	45

118	Student 118	75
119	Student 119	74
120	Student 120	68
121	Student 121	55
122	Student 122	58
123	Student 123	60
124	Student 124	70
125	Student 125	83
126	Student 126	60
127	Student 127	75
128	Student 128	78
129	Student 129	80
130	Student 130	72
131	Student 131	80
132	Student 132	70
133	Student 133	78
134	Student 134	75
135	Student 135	70
136	Student 136	60
137	Student 137	72
138	Student 138	60
139	Student 139	70
140	Student 140	72
141	Student 141	70
142	Student 142	65
143	Student 143	72
144	Student 144	78
145	Student 145	60
146	Student 146	72
147	Student 147	70
148	Student 148	70
149	Student 149	50
150	Student 150	70
151	Student 151	60
152	Student 152	62
153	Student 153	74
154	Student 154	60
155	Student 155	82
156	Student 156	86
157	Student 157	78
158	Student 158	75

159	Student 159	75
160	Student 160	70
161	Student 161	70
162	Student 162	80
163	Student 163	80
164	Student 164	82
165	Student 165	65
166	Student 166	65
167	Student 167	70
168	Student 168	75
169	Student 169	75
170	Student 170	65
171	Student 171	84
172	Student 172	90
173	Student 173	75
174	Student 174	78
175	Student 175	75
176	Student 176	65

APPENDIX 3

The Blueprint of Learner Autonomy

Theory	Indicators	Items	Number of Question
Benson sees atonomy as a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times.	Readiness for Self-direction	• I usually set my own goal for each semester • When I hear someone talking in English, I listen to them very carefully • I want to talk in English with my family or friends • I would like to continue learning English on my own or without a teacher in the future • If I have not learned something in my English lesson, I am responsible for it • I know my weaknesses but keep trying to improve myself	1,3,4,16, 28,32
	Independent Work in Language Learning	• I use other English books and resources on my own will. • I use other English books and resources on my own will. • I like activities in which I can learn on my own when learning English • I like trying new things while I am learning English • I use my own methods to learn vocabularies in English • I like learning English words by looking them up in a dictionary • I think that I learn English better when I work on my own	2,5,6,7,10, 20,35
	Importance of Class/ Teacher	• I am afraid that I will not learn a topic if the teacher does not explain it in the English class • I feel confident when the teacher is beside me while I am learning English • I can learn English only with the help of my teacher • My teacher always guides me in learning English	8,11,12,13 ,18,19,27, 36

		• I can learn the English grammar on my own or without a teacher • I can learn English on my own outside of the classroom • I know how I can learn English best • I know my weaknesses but keep trying to improve myself	
	Role of Teacher Explanation /supervision	• I learn better when the teacher explains something on the board • I would like my teacher to explain about grammatical rules several times while learning English • I feel happy when my teacher explains about something in English thoroughly • I would like my teacher to correct my errors when I make a mistake • I want the teacher to give us the words that we are about to learn	9.14,15,21,22
	Language learning activities outside the class	• I like getting involved in projects where I can work with other students in an English lesson. • I like to use cassettes, video tapes, and/or CDs to learn a foreign language outside of the classroom • I like to listen to and/or read something in English outside of the classroom • I find it more useful to work with my peers than working on my own in an English lesson	17,23,24,37
	Selecting Content	• I would like to choose my own materials for my foreign language lessons • I would like to share the responsibility of deciding what to do in the English lesson • I would like to choose the content of what is to be learned in the English lesson.	25,26,29
	Intrinsic Motivation	• I know my weaknesses but keep trying to improve myself • I believe that I will reach a good proficiency level in the English language	31,33,40

		• I can be a fluent English speaker in the future	
	Assessment/ Motivation	• The teacher should give me regular tests • Every time I finish doing an assignment, the teacher should score or correct it • I do the English lesson activities only when my teacher is going to grade me • I have my own ways to measure how much I have learned	30,34,38, 39
	Interest in Other Cultures	• I can be a fluent English speaker in the future • I try to understand jokes and riddles in foreign languages • I try to investigate the culture of the foreign language that I am learning • I try to investigate idioms and sayings of the foreign language that I am learning	41,42,43, 44
Total			44 items

APPENDIX 4

Questionnaire

Scale of Students' Autonomous Learning

Answer (jawaban) :

1. **Never** : **Tidak Pernah**
2. **Seldom** : **Jarang**
3. **Sometimes : Kadang-kadang**
4. **Often** : **Sering**
5. **Always** : **Selalu**

No	Statement
1.	I usually set my own goal for each semester. (Saya biasanya menetapkan target yang ingin saya capai untuk setiap semesternya)
2.	I use other English books and resources on my own will. (Saya menggunakan buku-buku Bahasa Inggris dan sumber-sumber lainnya sesuai keinginan saya sendiri)
3.	When I hear someone talking in English, I listen to them very carefully. (Saat saya mendengarkan orang lain berbicara dalam bahasa Inggris, saya akan mendengarkannya dengan seksama)
4.	I want to talk in English with my family or friends. (Saya ingin berbicara dalam bahasa Inggris dengan keluarga ataupun teman)
5.	I enjoy learning grammar on my own. (Saya suka mempelajari sendiri mengenai aturan-aturan dalam grammar)
6.	I like activities in which I can learn on my own when learning English. (Saat belajar bahasa Inggris, saya menyukai aktivitas di mana saya bisa belajar sendiri)
7.	I like trying new things while I am learning English. (Saya suka belajar hal-hal baru saat mempelajari bahasa Inggris)
8.	I am afraid that I will not learn a topic if the teacher does not explain it in the English class. (Saya khawatir saya tidak akan mempelajari topik atau hal baru jika guru tidak menjelaskannya dalam kelas bahasa Inggris)
9.	I learn better when the teacher explains something on the board. (Saya akan memahami materi lebih baik jika guru menjelaskannya di papan tulis)
10.	I use my own methods to learn vocabularies in English. (Saya menggunakan cara saya sendiri untuk belajar dan menguasai kosa kata bahasa Inggris)

11.	I feel confident when the teacher is beside me while I am learning English. (Saya merasa percaya diri saat guru berada di sebelah saya saat belajar bahasa Inggris)
12.	I can learn English only with the help of my teacher. (Saya hanya mampu belajar bahasa Inggris dengan bimbingan dari guru saya)
13.	My teacher always guides me in learning English. (Guru saya selalu membimbing saya dalam belajar bahasa Inggris)
14.	I would like my teacher to explain about grammatical rules several times while learning English. (Saya ingin guru saya mengulangi penjelasan mengenai aturan-aturan dalam grammar saat mempelajari bahasa Inggris)
15.	I feel happy when my teacher explains about something in English thoroughly. (Saya merasa senang dan termotivasi saat guru saya menjelaskan sesuatu mengenai bahasa Inggris secara rinci)
16.	I would like to continue learning English on my own or without a teacher in the future. (Saya berharap bisa mempelajari bahasa Inggris sendiri tanpa bimbingan dari seorang guru untuk ke depannya)
17.	I like getting involved in projects where I can work with other students in an English lesson. (Saya menyukai kerja kelompok di mana saya bisa bekerja sama dengan siswa lain saat sedang dalam kelas bahasa Inggris)
18.	I can learn the English grammar on my own or without a teacher. (Saya mampu mempelajari grammar bahasa Inggris tanpa bantuan seorang guru)
19.	I can learn English on my own outside of the classroom. (Saya mampu belajar bahasa Inggris sendiri tanpa harus mempelajarinya di dalam kelas)
20.	I like learning English words by looking them up in a dictionary. (Saya bisa mempelajari kosa kata bahasa Inggris dengan membuka kamus)
21.	I would like my teacher to correct my errors when I make a mistake. (Saya ingin guru saya membenarkan kesalahan yang saya lakukan saat sedang belajar)
22.	I want the teacher to give us the words that we are about to learn. (Saya ingin guru saya memberikan kosa kata yang akan kami pelajari di dalam kelas)
23.	I like to use cassettes, video tapes, and/or CDs to learn a foreign language outside of the classroom. (Saya suka menggunakan kaset, video, atau CD untuk belajar bahasa asing saat tidak sedang belajar di dalam kelas)

24.	I like to listen to and/or read something in English outside of the classroom. (Saya suka mendengarkan dan membaca mengenai hal-hal berbahasa Inggris saat tidak sedang belajar di dalam kelas)
25.	I would like to choose my own materials for my foreign language lessons. (Saya ingin memilih sendiri materi apa yang ingin saya pelajari saat mempelajari bahasa asing)
26.	I would like to share the responsibility of deciding what to do in the English lesson. (Saya ingin berbagi tanggung jawab dalam memutuskan apa yang akan di lakukan saat berada di dalam kelas bahasa Inggris)
27.	I know how I can learn English best. (Saya tahu cara terbaik bagi saya untuk belajar bahasa Inggris)
28.	If I have not learned something in my English lesson, I am responsible for it. (Jika saya belum mempelajari atau memahami sesuatu mengenai pelajaran bahasa Inggris saya, itu adalah kesalahan dan taggung jawab saya sendiri)
29.	I would like to choose the content of what is to be learned in the English lesson. (Saya ingin bisa memilih materi apa yang ingin saya pelajari saat akan belajar bahasa Inggris)
30.	The teacher should give me regular tests. (Saya ingin guru saya memberikan saya tes atau ujian rutin)
31.	I like learning English because I like to speak the language. (Saya suka belajar bahasa Inggris karena saya tertarik berbicara dalam bahasa tersebut)
32.	I know my weaknesses and go for it. (Saya sadar kelemahan saya sendiri dan berusaha untuk terus belajar dan memperbaikinya)
33.	I believe that I will reach a good proficiency level in the English language. (Saya yakin bahwa saya mampu mencapai tingkat kemampuan bahasa Inggris yang baik)
34.	Every time I finish doing an assignment, the teacher should score or correct it. (Setiap kali saya selesai mengerjakan sebuah tugas bahasa Inggris, Saya ingin guru saya mengoreksi dan/atau memberi nilai
35.	I think that I learn English better when I work on my own. (Saya merasa bahwa saya belajar bahasa Inggris lebih baik saat saya melakukannya sendiri)
36.	My language learning success depends on what I do in the classroom. (Keberhasilan saya dalam mempelajari bahasa bergantung pada bagaimana saya belajar di dalam kelas)

37.	I find it more useful to work with my peers than working on my own in an English lesson. (Saya merasa lebih baik saat belajar bersama teman-teman ketimbang belajar sendiri di dalam kelas bahasa Inggris)
38.	I do the English lesson activities only when my teacher is going to grade me. (Saya akan melakukan aktivitas-aktivtas di dalam kelas bahasa Inggris hanya jika guru saya mau memberikan saya penilaian)
39.	I have my own ways to measure how much I have learned. (Saya mempunyai cara sendiri untuk mengetahui seberapa banyak yang sudah saya pelajari)
40.	I can be a fluent English speaker in the future. (Saya yakin saya bisa berbicara bahasa Inggris dengan lancar ke depannya)
41.	I try to understand jokes and riddles in foreign languages. (Saya berusaha memahami candaan/lelucon atau teka-teki dalam bahasa asing yang saya pelajari)
42.	I try to investigate the culture of the foreign language that I am learning. (Saya mencari tahu mengenai budaya di balik bahasa asing yang saya pelajari)
43.	I try to investigate idioms and sayings of the foreign language that I am learning. (Saya mencari tahu mengenai istilah atau pepatah dalam bahasa asing yang saya pelajari)
44.	I ask people who have lived abroad about the lifestyles of the people living there. (Saya bertanya kepada orang-orang yang sedang atau pernah tinggal di tempat yang bahasanya saya pelajari mengenai gaya hidup mereka di sana)

Questionnaire of Autonomous Learning

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepihak yang tidak bertanggung jawab.

Nama *

Antony Subroto

Kelas *

XI Mipa 3

Petunjuk : Dibawah ini terdapat beberapa pernyataan untuk mengetahui tingkat kemandirian siswa. Terdapat berbagai kemungkinan jawaban yang dapat anda pilih sesuai dengan keadaan diri anda yang sebenarnya, tidak ada jawaban yang salah ataupun benar.
Diharapkan menggunakan skala-skala berikut ini. 1 : Never/tidak pernah
2 : Seldom/jarang
3 : Sometimes/kadang-kadang
4 : Often/sering
5 : Always/selalu

1. I usually set my own goal for each semester. (Saya biasanya menetapkan target yang ingin saya capai untuk setiap semesternya) *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

2. I use other English books and resources on my own will. (Saya menggunakan buku-buku bahasa Inggris dan sumber-sumber lainnya sesuai keinginan saya sendiri). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

3. When I hear someone talking in English, I listen to them very carefully. (Saat saya mendengarkan orang lain berbicara dalam bahasa Inggris, saya akan mendengarkannya dengan seksama). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

4. I want to talk in English with my family or friends. (Saya ingin berbicara dalam bahasa Inggris dengan keluarga ataupun teman). *

	1	2	3	4	5	
Never	◉	○	○	○	○	Always

5. I enjoy learning grammar on my own. (Saya suka mempelajari sendiri mengenai aturan-aturan dalam grammar). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

6. I like activities in which I can learn on my own when learning English. (Saat belajar bahasa *
Inggris, saya menyukai aktivitas dimana saya bisa belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

7. I like trying new things while I am learning English. (Saya suka belajar hal-hal baru saat *
mempelajari bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

8. I am afraid that I will not learn a topic if the teacher does not explain it in the English class. *
(Saya khawatir, saya tidak akan mempelajari topik atau hal baru jika guru tidak
menjelaskannya dalam kelas bahasa Inggris).

	1	2	3	4	5	
Never	○	○	◉	○	○	Always

9. I learn better when the teacher explains something on the board. (Saya akan memahami *
materi lebih baik jika guru menjelaskannya di papan tulis).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

10. I use my own methods to learn vocabularies in English. (Saya menggunakan cara saya   *
sendiri untuk belajar dan menguasai kosa kata bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

11. I feel confident when the teacher is beside me while I am learning English. (Saya merasa *
percaya diri saat guru berada di sebelah saya saat belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

12. I can learn English only with the help of my teacher. (Saya hanya mampu belajar bahasa *
Inggris dengan bimbingan dari guru saya).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

13. My teacher always guide me in learning English. (Guru saya selalu membimbing saya   *
dalam belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

14. I would like my teacher to explain about grammatical rules several times while learning English. (Saya ingin guru saya mengulangi penjelasan mengenai aturan-aturan dalam grammar saat mempelajari bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

15. I feel happy when my teacher explains about something in English thoroughly. (Saya merasa senang dan termotivasi saat guru saya menjelaskan sesuatu mengenai bahasa Inggris secara rinci) *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

16. I would like to continue learning English on my own or without a teacher in the future. (Saya berharap bisa mempelajari bahasa Inggris sendiri tanpa bimbingan dari seorang guru untuk kedepannya). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

17. I like getting involved in projects where I can work with other students in an English lesson. (Saya menyukai kerja kelompok dimana saya bisa bekerja sama dengan siswa lain saat sedang dalam kelas bahasa Inggris). *

	1	2	3	4	5	
Never	◉	○	○	○	○	Always

18. I can learn the English grammar on my own or without a teacher. (Saya mampu mempelajari grammar bahasa Inggris tanpa bantuan seorang guru). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

19. I can learn English on my own outside of the classroom. (Saya mampu belajar bahasa Inggris sendiri tanpa harus mempelajarinya di dalam kelas). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

20. I like learning English words by looking them up in a dictionary. (Saya bisa mempelajari kosa kata bahasa Inggris dengan membuka kamus). *

	1	2	3	4	5	
Never	○	◉	○	○	○	Always

21. I would like my teacher to correct my errors when I make a mistake. (Saya ingin guru saya membenarkan kesalahan yang saya lakukan saat sedang belajar). *

	1	2	3	4	5	
Never	○	◉	○	○	○	Always

22. I want the teacher to give us the words that we are about to learn. (Saya ingin guru saya *
memberikan kosa kata yang akan kami pelajari di dalam kelas).

	1	2	3	4	5	
Never	○	◉	○	○	○	Always

23. I like to use cassettes, video , and/or CD's to learn a foreign language outside of the *
classroom. (Saya suka menggunakan kaset, video, atau CD untuk belajar bahasa asing saat
tidak sedang belajar didalam kelas).

	1	2	3	4	5	
Never	○	◉	○	○	○	Always

24. I like to listen to and/or read something in English outside of the classroom. (Saya suka *
mendengarkan dan membaca mengenai hal-hal berbahasa Inggris saat tidak sedang belajar
didalam kelas).

	1	2	3	4	5	
Never	○	◉	○	○	○	Always

25. I would like to choose my own materials for my own foreign language lessons. (Saya *
ingin memilih sendiri materi apa yang ingin saya pelajari saat mempelajari bahasa asing).

	1	2	3	4	5	
Never	○	○	◉	○	○	Always

26. I would like to share the responsibility of deciding what to do in the English lesson. (Saya *
ingin berbagi tanggung jawab dalam memutuskan apa yang akan dilakukan saat berada
didalam kelas bahasa Inggris).

	1	2	3	4	5	
Never	○	○	◉	○	○	Always

27. I know how I can learn English best. (Saya tahu cara terbaik bagi saya untuk belajar *
bahasa Inggris).

	1	2	3	4	5	
Never	○	○	◉	○	○	Always

28. If I have not learnt something in my English lesson I am responsible for it. (Jika saya *
belum mempelajari atau memahami sesuatu mengenai pelajaran bahasa Inggris saya, itu
adalah kesalahan dan tanggung jawab saya sendiri).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

29. I would like to choose the content of what is to be learned in the English lesson. (Saya *
ingin bisa memilih materi apa yang ingin saya pelajari saat akan belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

30. The teacher should give me regular tests. (Saya ingin guru saya memberikan saya tes   *
atau ujian rutin).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

31. I like learning English because I like to speak the language. (Saya suka belajar bahasa   *
Inggris karena saya tertarik berbicara dalam bahasa tersebut).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

32. I know my weaknesses but keep trying to improve myself. (saya sadar kelemahan saya   *
sendiri dan berusaha untuk terus belajar dan memperbaikinya).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

33. I believe that I will reach a good proficiency level in the English language. (Saya yakin   *
bahwa saya mampu mencapai tingkat kemampuan bahasa Inggris yang baik).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

34. Every time I finish doing an assignment, the teacher should score or correct it. (Setiap kali saya selesai mengerjakan sebuah tugas bahasa Inggris, saya ingin guru saya mengoreksi dan/atau memberi nilai). *

	1	2	3	4	5	
Never	○	○	○	○	●	Always

35. I think that I learn English better when I work on my own. (Saya merasa bahwa saya belajar bahasa Inggris lebih baik saat saya melakukannya sendiri). *

	1	2	3	4	5	
Never	●	○	○	○	○	Always

36. My language learning success depends on what I do in the classroom. (Keberhasilan saya dalam mempelajari bahasa bergantung pada bagaimana saya belajar didalam kelas) *

	1	2	3	4	5	
Never	○	○	○	●	○	Always

37. I find it more useful to work with my peers than working on my own in an English lesson. (Saya merasa lebih baik saat beljar bersama teman-teman ketimbang belajar sendiri didalam kelas bahasa Inggris). *

	1	2	3	4	5	
Never	●	○	○	○	○	Always

38. I do the English lesson activities only when my teacher is going to grade me. (Saya akan *
melakukan aktivitas-aktivitas didalam kelas bahasa Inggris hanya jika guru saya mau
memberikan saya penilaian).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

39. I have my own ways to measure how much I have learned. (Saya mempunyai cara sendiri *
untuk mengetahui seberapa banyak yang sudah saya pelajari)

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

40. I can be a fluent English speaker in the future. (Saya yakin saya bisa berbicara bahasa *
Inggris dengan lancar kedepannya)

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

41. I try to understand jokes and riddles in foreign languages. (Saya berusaha memahami *
candaan/lelucon atau teka-teki dalam bahasa Inggris yang saya pelajari)

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

42. I try to investigate the culture of the foreign language that I am learning. (Saya mencari tahu mengenai budaya di balik bahasa asing yang saya pelajari). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

43. I try to investigate idioms and sayings of the foreign language that I am learning. (Saya mencari tahu mengenai istilah atau pepatah dalam bahasa asing yang sayang pelajari). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

44. I ask people who have lived abroad about the lifestyles of the people living there. (Saya bertanya kepada orang-orang yang sedang atau pernah tinggal ditempat yang bahasanya saya pelajari mengenai gaya hidup mereka disana) *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

Konten ini tidak dibuat atau didukung oleh Google.

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Questionnaire of Autonomous Learning

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepihak yang tidak bertanggung jawab.

Nama *

Riko heri hermawan

Kelas *

X4

Petunjuk : Dibawah ini terdapat beberapa pernyataan untuk mengetahui tingkat kemandirian siswa. Terdapat berbagai kemungkinan jawaban yang dapat anda pilih sesuai dengan keadaan diri anda yang sebenarnya, tidak ada jawaban yang salah ataupun benar.
Diharapkan menggunakan skala-skala berikut ini. 1 : Never/tidak pernah
2 : Seldom/jarang
3 : Sometimes/kadang-kadang
4 : Often/sering
5 : Always/selalu

1. I usually set my own goal for each semester. (Saya biasanya menetapkan target yang ingin saya capai untuk setiap semesternya) *

	1	2	3	4	5	
Never	◯	◯	◯	◯	◉	Always

2. I use other English books and resources on my own will. (Saya menggunakan buku-buku *
bahasa Inggris dan sumber-sumber lainnya sesuai keinginan saya sendiri).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

3. When I hear someone talking in English, I listen to them very carefully. (Saat saya *
mendengarkan orang lain berbicara dalam bahasa Inggris, saya akan mendengarkannya
dengan seksama).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

4. I want to talk in English with my family or friends. (Saya ingin berbicara dalam bahasa *
Inggris dengan keluarga ataupun teman).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

5. I enjoy learning grammar on my own. (Saya suka mempelajari sendiri mengenai aturan- *
aturan dalam grammar).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

6. I like activities in which I can learn on my own when learning English. (Saat belajar bahasa Inggris, saya menyukai aktivitas dimana saya bisa belajar bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

7. I like trying new things while I am learning English. (Saya suka belajar hal-hal baru saat mempelajari bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

8. I am afraid that I will not learn a topic if the teacher does not explain it in the English class. * (Saya khawatir, saya tidak akan mempelajari topik atau hal baru jika guru tidak menjelaskannya dalam kelas bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

9. I learn better when the teacher explains something on the board. (Saya akan memahami * materi lebih baik jika guru menjelaskannya di papan tulis).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

10. I use my own methods to learn vocabularies in English. (Saya menggunakan cara saya *
sendiri untuk belajar dan menguasai kosa kata bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

11. I feel confident when the teacher is beside me while I am learning English. (Saya merasa *
percaya diri saat guru berada di sebelah saya saat belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

12. I can learn English only with the help of my teacher. (Saya hanya mampu belajar bahasa *
Inggris dengan bimbingan dari guru saya).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

13. My teacher always guide me in learning English. (Guru saya selalu membimbing saya *
dalam belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

14. I would like my teacher to explain about grammatical rules several times while learning English. (Saya ingin guru saya mengulangi penjelasan mengenai aturan-aturan dalam grammar saat mempelajari bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

15. I feel happy when my teacher explains about something in English thoroughly. (Saya merasa senang dan termotivasi saat guru saya menjelaskan sesuatu mengenai bahasa Inggris secara rinci) *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

16. I would like to continue learning English on my own or without a teacher in the future. (Saya berharap bisa mempelajari bahasa Inggris sendiri tanpa bimbingan dari seorang guru untuk kedepannya). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

17. I like getting involved in projects where I can work with other students in an English lesson. (Saya menyukai kerja kelompok dimana saya bisa bekerja sama dengan siswa lain saat sedang dalam kelas bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

18. I can learn the English grammar on my own or without a teacher. (Saya mampu mempelajari grammar bahasa Inggris tanpa bantuan seorang guru). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

19. I can learn English on my own outside of the classroom. (Saya mampu belajar bahasa Inggris sendiri tanpa harus mempelajarinya di dalam kelas). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

20. I like learning English words by looking them up in a dictionary. (Saya bisa mempelajari kosa kata bahasa Inggris dengan membuka kamus). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

21. I would like my teacher to correct my errors when I make a mistake. (Saya ingin guru saya membenarkan kesalahan yang saya lakukan saat sedang belajar). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

22. I want the teacher to give us the words that we are about to learn. (Saya ingin guru saya *
memberikan kosa kata yang akan kami pelajari di dalam kelas).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

23. I like to use cassettes, video , and/or CD's to learn a foreign language outside of the *
classroom. (Saya suka menggunakan kaset, video, atau CD untuk belajar bahasa asing saat
tidak sedang belajar didalam kelas).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

24. I like to listen to and/or read something in English outside of the classroom. (Saya suka *
mendengarkan dan membaca mengenai hal-hal berbahasa Inggris saat tidak sedang belajar
didalam kelas).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

25. I would like to choose my own materials for my own foreign language lessons. (Saya *
ingin memilih sendiri materi apa yang ingin saya pelajari saat mempelajari bahasa asing).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

26. I would like to share the responsibility of deciding what to do in the English lesson. (Saya *
ingin berbagi tanggung jawab dalam memutuskan apa yang akan dilakukan saat berada
didalam kelas bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

27. I know how I can learn English best. (Saya tahu cara terbaik bagi saya untuk belajar *
bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

28. If I have not learnt something in my English lesson I am responsible for it. (Jika saya *
belum mempelajari atau memahami sesuatu mengenai pelajaran bahasa Inggris saya, itu
adalah kesalahan dan tanggung jawab saya sendiri).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

29. I would like to choose the content of what is to be learned in the English lesson. (Saya *
ingin bisa memilih materi apa yang ingin saya pelajari saat akan belajar bahasa Inggris).

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

30. The teacher should give me regular tests. (Saya ingin guru saya memberikan saya tes atau ujian rutin). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

31. I like learning English because I like to speak the language. (Saya suka belajar bahasa Inggris karena saya tertarik berbicara dalam bahasa tersebut). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

32. I know my weaknesses but keep trying to improve myself. (saya sadar kelemahan saya sendiri dan berusaha untuk terus belajar dan memperbaikinya). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

33. I believe that I will reach a good proficiency level in the English language. (Saya yakin bahwa saya mampu mencapai tingkat kemampuan bahasa Inggris yang baik). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

34. Every time I finish doing an assignment, the teacher should score or correct it. (Setiap kali saya selesai mengerjakan sebuah tugas bahasa Inggris, saya ingin guru saya mengoreksi dan/atau memberi nilai). *

	1	2	3	4	5	
Never	○	○	○	◉	○	Always

35. I think that I learn English better when I work on my own. (Saya merasa bahwa saya belajar bahasa Inggris lebih baik saat saya melakukannya sendiri). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

36. My language learning success depends on what I do in the classroom. (Keberhasilan saya dalam mempelajari bahasa bergantung pada bagaimana saya belajar didalam kelas) *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

37. I find it more useful to work with my peers than working on my own in an English lesson. (Saya merasa lebih baik saat beljar bersama teman-teman ketimbang belajar sendiri didalam kelas bahasa Inggris). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

38. I do the English lesson activities only when my teacher is going to grade me. (Saya akan *
melakukan aktivitas-aktivitas didalam kelas bahasa Inggris hanya jika guru saya mau
memberikan saya penilaian).

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

39. I have my own ways to measure how much I have learned. (Saya mempunyai cara sendiri *
untuk mengetahui seberapa banyak yang sudah saya pelajari)

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

40. I can be a fluent English speaker in the future. (Saya yakin saya bisa berbicara bahasa *
Inggris dengan lancar kedepannya)

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

41. I try to understand jokes and riddles in foreign languages. (Saya berusaha memahami *
candaan/lelucon atau teka-teki dalam bahasa Inggris yang saya pelajari)

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

42. I try to investigate the culture of the foreign language that I am learning. (Saya mencari tahu mengenai budaya di balik bahasa asing yang saya pelajari). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

43. I try to investigate idioms and sayings of the foreign language that I am learning. (Saya mencari tahu mengenai istilah atau pepatah dalam bahasa asing yang sayang pelajari). *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

44. I ask people who have lived abroad about the lifestyles of the people living there. (Saya bertanya kepada orang-orang yang sedang atau pernah tinggal ditempat yang bahasanya saya pelajari mengenai gaya hidup mereka disana) *

	1	2	3	4	5	
Never	○	○	○	○	◉	Always

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APPENDIX 6

The Indicator of Teacher assessment of SMA N 12 Oku Timur

No	Aspect	Material	Indicator
1.	Writing	Announcement, Invitation, text description	- Students are able to write down the differences and similarities of several texts - Students are able to identify and write the parts of the text - Students are able to write the language of the text - Students are able to create and write text according to its structure
2.	Speaking	Text procedure, Invitation, Talking about self.	- Students are able to pronounce words with a good accent - Students are able to speak without making mistakes in grammar - Students are able to use vocabulary correctly - Students are able to speak with a clear intonation - Students are able to speak fluently - Students are able to speak with the right duration
3.	Reading	News, analytical exposition, dialog	- Students are able to read vocabulary well - Students are able to read the text aloud in front of the class with the correct words and stress - Students are able to read the text with a good reading speed - Students are able to understand language features - Students are able to capture the meaning of the text they read
4	Listening	About song	- Students are able to identify the linguistic elements of song lyrics related to life - Students are able to mention parts related to certain messages after listening to them - Students are able to capture meanings related to social functions and linguistic elements contextually in song lyrics related to life

APPENDIX 7

Students' Autonomous Learning Validity

Item	r-hitung	r-table	Result
1	0.472	0.147	Valid
2	0.485	0.147	Valid
3	0.467	0.147	Valid
4	0.486	0.147	Valid
5	0.460	0.147	Valid
6	0.541	0.147	Valid
7	0.535	0.147	Valid
8	0.448	0.147	Valid
9	0.463	0.147	Valid
10	0.429	0.147	Valid
11	0.474	0.147	Valid
12	0.285	0.147	Valid
13	0.317	0.147	Valid
14	0.497	0.147	Valid
15	0.563	0.147	Valid
16	0.499	0.147	Valid
17	0.412	0.147	Valid
18	0.383	0.147	Valid
19	0.387	0.147	Valid
20	0.421	0.147	Valid
21	0.220	0.147	Valid
22	0.423	0.147	Valid
23	0.477	0.147	Valid
24	0.528	0.147	Valid
25	0.485	0.147	Valid
26	0.500	0.147	Valid
27	0.487	0.147	Valid
28	0.532	0.147	Valid
29	0.494	0.147	Valid
30	0.444	0.147	Valid
31	0.454	0.147	Valid
32	0.391	0.147	Valid
33	0.606	0.147	Valid
34	0.516	0.147	Valid
35	0.385	0.147	Valid
36	0.344	0.147	Valid

37	0.353	0.147	Valid
38	0.377	0.147	Valid
39	0.481	0.147	Valid
40	0.572	0.147	Valid
41	0.469	0.147	Valid
42	0.505	0.147	Valid
43	0.574	0.147	Valid
44	0.692	0.147	Valid

APPENDIX 8

Calculation data of Autonomous Learning and Achievement

X	Y	XY	X2	Y2
157	73	11461	24649	5329
165	79	13035	27225	6241
134	62	8308	17956	3844
136	65	8840	18496	4225
141	70	9870	19881	4900
132	60	7920	17424	3600
158	74	11692	24964	5476
156	72	11232	24336	5184
130	60	7800	16900	3600
151	70	10570	22801	4900
157	73	11461	24649	5329
154	72	11088	23716	5184
123	60	7380	15129	3600
132	65	8580	17424	4225
193	87	16791	37249	7569
164	78	12792	26896	6084
174	83	14442	30276	6889
153	72	11016	23409	5184
154	72	11088	23716	5184
148	72	10656	21904	5184
144	70	10080	20736	4900
139	65	9035	19321	4225
169	78	13182	28561	6084
143	75	10725	20449	5625
131	68	8908	17161	4624
202	87	17574	40804	7569
165	80	13200	27225	6400
144	70	10080	20736	4900
209	90	18810	43681	8100
159	72	11448	25281	5184
167	80	13360	27889	6400
165	78	12870	27225	6084
133	65	8645	17689	4225
132	65	8580	17424	4225
150	74	11100	22500	5476
128	60	7680	16384	3600

140	70	9800	19600	4900
160	76	12160	25600	5776
160	78	12480	25600	6084
144	70	10080	20736	4900
132	60	7920	17424	3600
134	62	8308	17956	3844
140	70	9800	19600	4900
117	58	6786	13689	3364
112	50	5600	12544	2500
116	55	6380	13456	3025
141	70	9870	19881	4900
155	74	11470	24025	5476
143	72	10296	20449	5184
161	76	12236	25921	5776
133	65	8645	17689	4225
111	60	6660	12321	3600
111	56	6216	12321	3136
154	75	11550	23716	5625
84	40	3360	7056	1600
105	50	5250	11025	2500
84	45	3780	7056	2025
88	60	5280	7744	3600
83	58	4814	6889	3364
142	70	9940	20164	4900
134	68	9112	17956	4624
102	60	6120	10404	3600
118	65	7670	13924	4225
118	60	7080	13924	3600
144	74	10656	20736	5476
153	78	11934	23409	6084
154	73	11242	23716	5329
106	60	6360	11236	3600
131	67	8777	17161	4489
105	60	6300	11025	3600
150	75	11250	22500	5625
128	60	7680	16384	3600
186	86	15996	34596	7396
92	50	4600	8464	2500
196	87	17052	38416	7569
135	70	9450	18225	4900
154	89	13706	23716	7921

123	60	7380	15129	3600
144	70	10080	20736	4900
128	60	7680	16384	3600
176	80	14080	30976	6400
176	84	14784	30976	7056
173	80	13840	29929	6400
162	72	11664	26244	5184
138	60	8280	19044	3600
179	78	13962	32041	6084
167	74	12358	27889	5476
154	72	11088	23716	5184
143	72	10296	20449	5184
146	70	10220	21316	4900
166	76	12616	27556	5776
133	60	7980	17689	3600
138	62	8556	19044	3844
103	55	5665	10609	3025
162	76	12312	26244	5776
144	75	10800	20736	5625
152	75	11400	23104	5625
162	73	11826	26244	5329
150	80	12000	22500	6400
136	74	10064	18496	5476
147	76	11172	21609	5776
148	80	11840	21904	6400
144	75	10800	20736	5625
151	75	11325	22801	5625
151	78	11778	22801	6084
152	75	11400	23104	5625
140	80	11200	19600	6400
160	90	14400	25600	8100
175	85	14875	30625	7225
168	75	12600	28224	5625
149	80	11920	22201	6400
176	78	13728	30976	6084
130	75	9750	16900	5625
149	70	10430	22201	4900
135	70	9450	18225	4900
141	72	10152	19881	5184
94	45	4230	8836	2025
152	75	11400	23104	5625

147	74	10878	21609	5476
136	68	9248	18496	4624
110	55	6050	12100	3025
116	58	6728	13456	3364
121	60	7260	14641	3600
131	70	9170	17161	4900
179	83	14857	32041	6889
117	60	7020	13689	3600
168	75	12600	28224	5625
160	78	12480	25600	6084
187	80	14960	34969	6400
152	72	10944	23104	5184
176	80	14080	30976	6400
145	70	10150	21025	4900
176	78	13728	30976	6084
176	75	13200	30976	5625
142	70	9940	20164	4900
121	60	7260	14641	3600
143	72	10296	20449	5184
125	60	7500	15625	3600
151	70	10570	22801	4900
155	72	11160	24025	5184
148	70	10360	21904	4900
139	65	9035	19321	4225
152	72	10944	23104	5184
173	78	13494	29929	6084
129	60	7740	16641	3600
146	72	10512	21316	5184
150	70	10500	22500	4900
159	70	11130	25281	4900
109	50	5450	11881	2500
135	70	9450	18225	4900
125	60	7500	15625	3600
131	62	8122	17161	3844
147	74	10878	21609	5476
120	60	7200	14400	3600
164	82	13448	26896	6724
191	86	16426	36481	7396
162	78	12636	26244	6084
161	75	12075	25921	5625
168	75	12600	28224	5625

143	70	10010	20449	4900
153	70	10710	23409	4900
168	80	13440	28224	6400
171	80	13680	29241	6400
180	82	14760	32400	6724
135	65	8775	18225	4225
137	65	8905	18769	4225
148	70	10360	21904	4900
169	75	12675	28561	5625
148	75	11100	21904	5625
132	65	8580	17424	4225
180	84	15120	32400	7056
202	90	18180	40804	8100
151	75	11325	22801	5625
168	78	13104	28224	6084
154	75	11550	23716	5625
138	65	8970	19044	4225
$\sum X = 25685$	$\sum Y = 12423$	$\sum XY = 1847169$	$\sum X^2 = 3843609$	$\sum Y^2 = 891929$

APPENDIX 9

Descriptive Statistic of students' autonomous learning and students' achievement from SPSS

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Autonomous Learning	176	126.00	83.00	209.00	145.9375	23.32434	544.025
Valid N (listwise)	176						

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Students Achievement	176	50.00	40.00	90.00	70.5852	9.27322	85.993
Valid N (listwise)	176						

APPENDIX 10

The Result of Normally Test from SPSS and Pearson Correlation

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		176
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.98007006
Most Extreme Differences	Absolute	.071
	Positive	.071
	Negative	-.044
Kolmogorov-Smirnov Z		.939
Asymp. Sig. (2-tailed)		.341

a. Test distribution is Normal.

b. Calculated from data.

Correlations

|		Autonomous Learning	Students' Achievement
Autonomous Learning	Pearson Correlation	1	.903[**]
	Sig. (2-tailed)		.000
	N	176	176
Students' Achievement	Pearson Correlation	.903[**]	1
	Sig. (2-tailed)	.000	
	N	176	176

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX 11

Tabel r

Tabel r *Product Moment*											
Pada Sig.0,05 (*Two Tail*)											
N	R	N	r	N	r	N	r	N	R	N	r
1	0.997	41	0.301	81	0.216	121	0.177	161	0.154	201	0.138
2	0.95	42	0.297	82	0.215	122	0.176	162	0.153	202	0.137
3	0.878	43	0.294	83	0.213	123	0.176	163	0.153	203	0.137
4	0.811	44	0.291	84	0.212	124	0.175	164	0.152	204	0.137
5	0.754	45	0.288	85	0.211	125	0.174	165	0.152	205	0.136
6	0.707	46	0.285	86	0.21	126	0.174	166	0.151	206	0.136
7	0.666	47	0.282	87	0.208	127	0.173	167	0.151	207	0.136
8	0.632	48	0.279	88	0.207	128	0.172	168	0.151	208	0.135
9	0.602	49	0.276	89	0.206	129	0.172	169	0.15	209	0.135
10	0.576	50	0.273	90	0.205	130	0.171	170	0.15	210	0.135
11	0.553	51	0.271	91	0.204	131	0.17	171	0.149	211	0.134
12	0.532	52	0.268	92	0.203	132	0.17	172	0.149	212	0.134
13	0.514	53	0.266	93	0.202	133	0.169	173	0.148	213	0.134
14	0.497	54	0.263	94	0.201	134	0.168	174	0.148	214	0.134
15	0.482	55	0.261	95	0.2	135	0.168	175	0.148	215	0.133
16	0.468	56	0.259	96	0.199	136	0.167	**176**	**0.147**	216	0.133
17	0.456	57	0.256	97	0.198	137	0.167	177	0.147	217	0.133
18	0.444	58	0.254	98	0.197	138	0.166	178	0.146	218	0.132
19	0.433	59	0.252	99	0.196	139	0.165	179	0.146	219	0.132
20	0.423	60	0.25	100	0.195	140	0.165	180	0.146	220	0.132
21	0.413	61	0.248	101	0.194	141	0.164	181	0.145	221	0.131
22	0.404	62	0.246	102	0.193	142	0.164	182	0.145	222	0.131
23	0.396	63	0.244	103	0.192	143	0.163	183	0.144	223	0.131
24	0.388	64	0.242	104	0.191	144	0.163	184	0.144	224	0.131
25	0.381	65	0.24	105	0.19	145	0.162	185	0.144	225	0.13
26	0.374	66	0.239	106	0.189	146	0.161	186	0.143	226	0.13
27	0.367	67	0.237	107	0.188	147	0.161	187	0.143	227	0.13
28	0.361	68	0.235	108	0.187	148	0.16	188	0.142	228	0.129
29	0.355	69	0.234	109	0.187	149	0.16	189	0.142	229	0.129
30	0.349	70	0.232	110	0.186	150	0.159	190	0.142	230	0.129
31	0.344	71	0.23	111	0.185	151	0.159	191	0.141	231	0.129
32	0.339	72	0.229	112	0.184	152	0.158	192	0.141	232	0.128
33	0.334	73	0.227	113	0.183	153	0.158	193	0.141	233	0.128
34	0.329	74	0.226	114	0.182	154	0.157	194	0.14	234	0.128
35	0.325	75	0.224	115	0.182	155	0.157	195	0.14	235	0.127
36	0.32	76	0.223	116	0.181	156	0.156	196	0.139	236	0.127
37	0.316	77	0.221	117	0.18	157	0.156	197	0.139	237	0.127
38	0.312	78	0.22	118	0.179	158	0.155	198	0.139	238	0.127
39	0.308	79	0.219	119	0.179	159	0.155	199	0.138	239	0.126
40	0.304	80	0.217	120	0.178	160	0.154	200	0.138	240	0.126

APPENDIX 12
Documentation
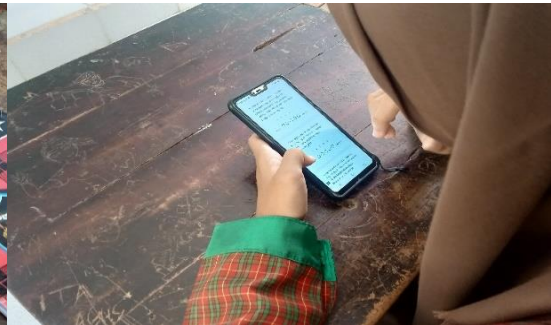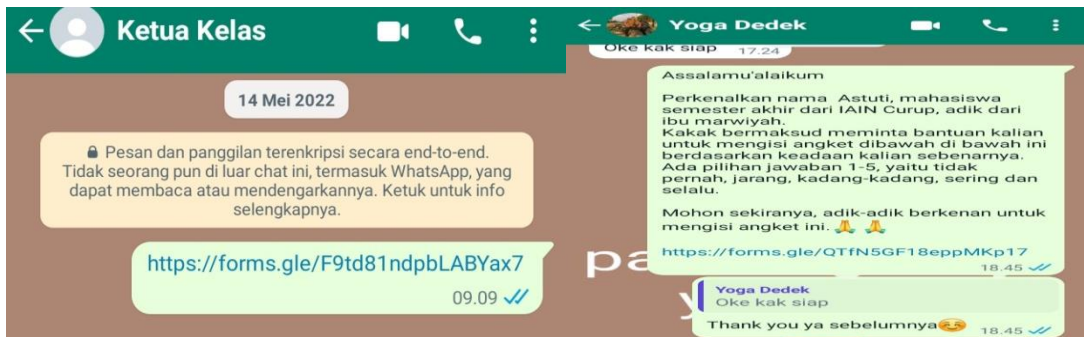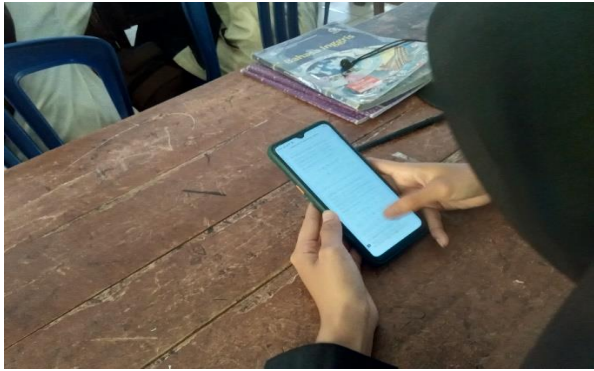
KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Aslisi
NIM : 18551015
FAKULTAS/ PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Jumatul Hidayah, M.Pd
JUDUL SKRIPSI : The Correlation Between Students' Autonomous Learning towards Students' Achievement in Online Learning

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan.

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Aslisi
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PEMBIMBING I : Dr. Eka Apriani, M.Pd
PEMBIMBING II : Jumatul Hidayah, M.Pd
JUDUL SKRIPSI : The Correlation Between Students' Autonomous Learning towards Students' Achievement in Online Learning.

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Dr. Eka Apriani, M.M
NIP. 19900483 561503 2 035

Pembimbing II,

Jumatul Hidayah, M.Pd
NIP. 19780224 250212 2002

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	25 Januari 2022	Teori yang berkaitan dengan variabel dijelaskan lebih dalam, ditambah sumbernya		
2	17 Februari 2022	Instrument Penelitian dan rancangannya		
3	15 Februari 2022	Pembahasan lebih lanjut mengenai instrumen penelitian.		
4	01 Juni 2022	BAB IV - pada finding ditayangkan per variabel, pada discussion diperjelas teori		
5	19 Juli 2022	BAB IV-V pada finding dan discussion dilengkapi lagi pembahasannya, kesimpulan dibuat perpoint. Penulisan footnote diperbaiki.		
6	15 Juli 2022	Acc BAB IV dan V		
7	19 Juli 2022	Perbaikan abstrak		
8	19 Juli 2022	Acc sidang munaqasah		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	16 maret 2022	BAB I : Perbaiki question, dijelaskan signifikan. BAB II : teori yang berkaitan di variabel		
2	25 maret 2022	BAB III Instrument Penelitian, rancangan dilengkapi dan teori yang mendukung		
3	20 April 2022	BAB III : Acc lanjutkan penelitian		
4	15 Juni 2022	BAB IV - perbaikan diagram finding		
5	17 Juni 2022	BAB IV-V : Penambahan kesimpulan dengan finding, perawatan di discuss		
6	18 Juni 2022	Acc BAB IV-V		
7	19 Juni 2022	Perbaiki abstrak		
8	19 Juni 2022	Acc ujian munaqasah		

BIOGRAPHY

Astuti, the nineth daughter from Mr. Rohmat and Mrs. Suminah was born in Oku Timur, 25th Juni 1999. She lived in Nusa Agung, Belitang III, Oku Timur. She was graduated from SDN Nusa Agung, then SMP N Nusa Bakti Belitang III and continue her study at SMA N Belitang III. She was graduated from SMAN in 2018.

In 2018, she was accepted as on the students in Department of English Education, Faculty of Tarbiyah od State Islamic Institute of Curup. On Juli 2021, she was doing KKN online and she was doing Pre-Service Teacher Practice at SMAN 2 Rejang Lebong.

She likes to write such as writing wise words, writing short stories, novels and also scientific works. She has participated in the writing batch of KMO Indonesia, participated in scientific writing competitions and be the first winner. Then, participated in other writing trainings. She has also participated in co-writing work so that her work has been published in 2 books. She wants to be a teacher or a writer, she also dreams of becoming a lecturer and also an entrepreneur, but her biggest dream is to be a hafidzah and being a sholehah for her parents.