

## **CHAPTER II**

### **LITERATURE REVIEW**

In this section, the writer will discuss some theories which are related to this study. The writer also points out some previous studies which are related to this research and the difference between the previous studies with this study. In this part, the writer will explain some theories and previous studies which are related to the study.

#### **2.1 Theoretical Framework**

##### **2.1.1 Learner Autonomy in Foreign Language Learning**

Various definitions of learner autonomy have been proposed in the literature. According to Holec (1981), learner autonomy refers to a student's capacity to direct their education. He explains that learner autonomy is the potential of the learner to be in charge of the process of their learning experience, from evaluating learning objectives, trying to define content, selecting learning techniques, and deciding how to monitor and measure achievement. On the other hand, Benson (2007) claims that the construct of control is amenable to an empirical investigation because control over learning can take many different forms concerning many components of the learning process. To put it another way, autonomous learners are those who can control many components of their learning process.

Learner autonomy could improve language learning performance, promote democratic societies, and prepares students for lifelong learning. It also allows students to take advantage of educational opportunities both in and out of the classroom (Borg & Al-Busaidi, 2012). As a result, learner autonomy is one of the variables that can be used to evaluate whether a foreign language acquisition process is successful or not. Learner autonomy is believed to be a

significant factor influencing language proficiency. Learner autonomy is defined as a strategy to enhance the quality of of learner (Tomasouw, 2020). It is because having autonomy while in college will give them confidence and power to direct their learning (Saeed, 2021).

Based on several studies, Learner autonomy allows them to improve and assume their English proficiency. The results showed that to feel independent learners and advance in their language competence, learners should be able to understand the importance of learner autonomy and put it into action. According to Parahi (2015), students can learn more by studying at home and looking up material from books or online resources. Learner autonomy was interpreted as both a tool and an end goal in the learning process. This means that self-motivated students, hungry to learn, and who knew how to arrange and regulate their studies did well and were successful in learning English (Melvina & Julia, 2021).

### 2.1.2 Autonomous Language Learners

According to Little and Dam (1998), autonomous learners are talented learners since they have intrinsic motivation. This intrinsic motivation pushes them to take charge of their education and decide to foster self-reflection learning management abilities. Self-directed learners are reflective and motivated. As a result, their education becomes more efficient and effective. They could also develop their knowledge and skills outside of the classroom through independent learning. Autonomous learners can assess the quality of their learning and value their abilities, progress, and accomplishments (Cotterall, 1995a). They can also overcome challenges posed by educational backgrounds, cultural conventions, and previous experiences.

Oxford (2015) identifies different kinds of autonomous learners in her research. 'Psychological self-Autonomous learners', according to her, were talented at regulating their feelings, opinions, and learning preferences. The second category consisted of "emotionally intelligent" students who can manage their motivation, comprehension of and monitoring of other people's and classmates' emotions, and the ability to adapt their reactions to the circumstances. Then, the "Resilient learner" fights back in each of the tricky times, either alone or with the help of their social factors, but they are always successful because of their learning resilience. A "psychologically engaged learner" is always committed to effective study components and tasks through his serious efforts and consistent interest in learning. Lastly, "A Self-determined Learner" achieves autonomy and competence through his internal motivation.

### 2.1.3 The Level of Learner Autonomy

The degree of learner autonomy can be measured on a scale of one to ten (Benson, 2011). Learners that have a high level of autonomy can direct and control their learning activities. However, learners with a low level of autonomy can only engage in a limited number of learner autonomy activities. Three levels of autonomy were defined by Littlewood (1996). Students can make decisions regarding language practice and acceptable tactics while talking in specific contexts and activities at the communicative level. Students are believed to be able to employ suitable learning strategies on their own at the level of learning. Students can make personal decisions about their language learning in a larger framework. Littlewood also introduced proactive and reactive autonomy in 1999. Students with proactive autonomy have complete autonomy, whereas students with reactive autonomy work after getting learning directives from teachers.

#### 2.1.4 Factors Affecting Learner Autonomy

Learner autonomy is influenced by several factors that are either directly or indirectly linked to one another. There are self-efficacy, motivation, decision, the ability to analyze the need for learning and examine learning outcomes, and the ability to seek and apply knowledge (Saeed, 2021). The personality factors, including learning preferences, risk-taking, inhibition, anxiety, empathy, extroversion, and learning strategies also become the effective factors that have been introduced in the literature and successful language learners.

Little (2000) suggests that to build learner autonomy, the learner has to focus on two key factors: collaboration and reflection. According to Little (2000), collaboration is through social interaction with peers and other persons beyond the classroom. The cognitive, social, and affective aspects of learning are all linked to collaboration in developmental psychology and education. Reflection or internal reconsideration of the process of language learning both in and out of the classroom is another important element. Activities such as writing and keeping a diary of reflections were important parts of maintaining learner autonomy.

Referencing the Self-Determination Theory, Deci and Ryan (2016) stated that the two most crucial aspects influencing learner autonomy were competence and relatedness. They claimed that when people participate in social activities, they feel more relaxed and connected to society and that these processes lead to more self-regulation and autonomy.

### 2.1.5 Challenges of Self-Access Learning in Fostering Learner Autonomy

Students have the opportunity to be more independent when organizing their studies and preferred learning methods thanks to self-access. However, it is sometimes difficult for some students with a traditional mindset to adjust to self-access and virtual learning environments. According to Ghazali (2020), there are four challenges faced by students in learning independently. Technical problems are the first difficulty that self-access faces (Kumar, 2015). Many students from less privileged areas don't have access to computers or the Internet. It implies that they would not have access to self-access resources. Regarding self-access, students' digital and computer literacy presents the second obstacle. While some students may be proficient with social media tools, they lack the technical understanding necessary to use self-access resources.

Time management is the third difficulty in self-access and online learning. Teenagers frequently have deals that could keep them from continuing their self-access learning. The fourth issue with self-access is students' motivation, which comes and goes depending on how they use online learning tools. Students who have a favorable attitude toward online learning will be more interested in working with self-access and virtual learning materials than those who do not.

### 2.1.6 Perception

Robbins (2003) defined perception as the process where individuals control and interpret sensory perception to assign meaning to their surroundings. Perception is the term we use to describe our capacity to recognize and make sense of sensory data. Perception includes our responses to information. The process through which we

gather sensory data from our surroundings and use it to establish contact with it is known as perception. Interpreting sensory data and turning it into something useful in the process of perception.

## **2.2 Previous Studies**

Many studies have been conducted which are related to learner autonomy, and its strategies in the EFL context. The first is the previous study from Saeed (2021). He explored the learners' perceptions of learner autonomy and examined the strategies to achieve autonomy in the Oman context. Participants in this study included 135 EFL students enrolled in the Foundation Year Program and First Year EFL courses at the Department of English Language and Literature. The mixed-method research approach was used, which included questionnaires, and semi-structured interviews. According to the study, students are aware of the value of learner autonomy. The participants believe that in an EFL language classroom, instructor scaffolding, peer interaction, and the usage of social media platforms can contribute to their development of self-assurance, motivation, self-esteem, accountability, and self-determination. The difference between Saeed's (2021) research with this research is that this research will be conducted in Indonesia EFL classroom and it will be more focused on autonomy strategies in learning English

Thus, the researcher, Alonasi (2017), investigated the role of educators in promoting learner autonomy, teachers play a crucial part in fostering autonomous language learning, which should never be forgotten. Sixty EFL teachers in Riyadh in the academic year 2015-2016 participated in this study to respond to a survey questionnaire. Furthermore, the findings revealed that having a sufficient understanding of the ideas of learner autonomy and the most effective teaching techniques help teachers give their students the things needed for independent learning. It means, that by helping students become aware of a variety of knowledge resources and learning strategies, the teacher

improves learning conditions to encourage learner autonomy. The teacher as the resource should make or give appropriate learning resources accessible for use by both individuals and groups. The gap between Alonasi's (2017) research with this research is that this research will examine the importance of learner autonomy and the role of a classmate and social media in fostering learner autonomy.

Ramirez (2014) examined the effect of project-based learning on learner autonomy in an English for Specific Purposes class with undergraduates in environmental engineering at a regional and public university in Colombia. Using notebooks, semi-structured interviews, questionnaires, student documents, and video recordings, a descriptive and qualitative case study was conducted. The results revealed that project work or task-based learning emphasizes the learner, encourages the growth of intrinsic motivation, and fosters a constructive attitude toward learning. Students showed self-control when using learning strategies to overcome failures. Students can work on cooperative and independent tasks while becoming more aware of their learning abilities through projects. Through the magazine project, students explored different components of learner autonomy. Three of them are present making choices through the development of self-regulation, group activities, and self-motivation. The gap between Ramírez's (2014) research with this research is that this research will examine the importance of learner autonomy and the role of a classmate and social media in fostering learner autonomy.

Shen, Bai, & Xue (2020) researched to investigate the effects of peer assessment on learner autonomy (LA). Shen, Bai, and Xue (2020) carried out research to look into how peer evaluation affects learner autonomy (LA). The study involved 70 junior English majors from a private university in China. The participants were split into two groups of the same size randomly (35 students for the experimental group and 35 students for the control group). It was a mixed-methods research approach., which included questionnaires, and

semi-structured interviews. The findings showed that peer evaluation increased the students' learning autonomy. Peer evaluation is a useful tool for teaching English writing. It may encourage students' awareness and students' ability to take responsibility for learning. The gap between Shen, Bai, & Xue's (2020) research with this research is that this research will examine the importance of learner autonomy and the contribution of social media and teachers in promoting learner autonomy.

Furthermore, the researcher notes that the issue of learner autonomy has been studied in the past in either the European or Middle Eastern contexts, with very little research conducted in the context of Arab EFL learners. After discussing the importance of learner autonomy, taking into account the current situation, and the strategies and factors which affect learner autonomy, the current study seeks to find out the students' perception of learners' Autonomy and to discover the strategies for achieving autonomy.