Chapter One

Introduction

This chapter provides an overview of the research's description. This chapter discusses several sub-chapters. The research background underscores the significance of this study. The problem statement articulates the problem under discussion. The delimitation of the problem relates to the specific topic under investigation. The purpose of the study clarifies the study's objective. The study's significance lies in its benefits for specific individuals. The chapter's organization elucidates the arrangement of its content.

Background of this Research

Enhancing English proficiency among students can be achieved by fostering Autonomous learning habits that extend beyond the borders of the classroom. According to Khulalfiyah and Widiati et al. (2021), Autonomous learning is a process of taking control of learning. Today engagement that supports learner autonomy is an essential foundation for sustained success by Avazmatova (2022). Also stated by Ariebowo (2021), by becoming autonomous learners, students can control their learning environment by setting learning goals, creating content to be learned and tracking its progress, selecting strategys and techniques to be used, tracking the learning process, and deciding criteria for evaluation. Therefore, Accotding to Khulalfiyah et al. (2021), understanding the capacity of learner autonomy is important and valuable to be considered in education. Based on Razaq (2014), identifying students' capacity of Autonomous learning is necessary because it is expected to create Autonomous English learners. As stated by Pham

(2022) that knowing the capacity of autonomous learning students can use and invite them to think about their learning style to develop learning autonomy. As a source of information in this day and age, technology can play a big role in this change. According to Esfandiari and Gawhary (2019) technology seems to have the potential to create opportunities for the promotion of autonomous learning. Technology has enabled students to learn autonomously in a more effective way. With access to a variety of learning resources, interactive tools, and collaborative platforms, technology supports learner independence in exploring topics of interest, finding solutions to complex problems, and developing deep understanding.

In higher education, students are required to be more Autonomous than high school students in determining learning strategies and solving learning problems. Thus, what teachers do in the classroom needs to be improved to help students develop high English proficiency. To achieve a high capacity of English learning, students must be Autonomous learners who continue to study outside the classroom Autonomously.

First-year students undergoing the shift from teacher-centred learning (TCL) to student-centred learning (SCL) may require increased autonomy. Khulalfiyah et al. (2021), found that students at this capacity demonstrate an understanding of the pedagogical purpose. Hence, the majority of students at this academic capacity possess knowledge of the material they are studying. Third-year students may exhibit a significant degree of autonomy. According to Henri et al. (2017), self-study took up more time for older students (21 at the start of the course) and in the

later stages of their education. Third-year students bear more significant responsibility in establishing and assessing their learning objectives. Third-year students have the necessary capacity of maturity in Autonomous learning due to their prior experiences.

Moreover, learning autonomy has become an important issue in education and teaching. Autonomous learning is becoming increasingly important in learning English. Autonomous learners are individuals who can direct their own learning and take responsibility for those decisions. According to Lengkanawati (2017), Autonomous learners refers to the learner's ability to take responsibility and dare to make decisions. In this case, the students are responsible for determining learning objectives, choosing strategys and techniques, and evaluating learning outcomes. According to Inah et al. (2017), it can benefit students in their cognitive, affective, and psychomotor abilities.

The researcher observed differences in autonomous learning ability between first-year and third-year students of a private university in Yogyakarta. First-year students may require assistance in comprehending the significance of Autonomous learning in getting academic objectives, whereas third-year students may be more oriented towards their plans for the future and possess a clear understanding of the advantages of autonomous learning. Developing autonomous learning skills early on is crucial to achieving academic success. Therefore, students need to realize the importance of Autonomous learning in achieving educational goals and take advantage of self-learning opportunities to achieve their goals in learning. Based on the description above, the researcher is interested

in examining the differences in the capacity of learning autonomous between first-year and third-year students in achieving academic achievement.

Identification of the Problem

First, based on the observation, Based on observations, students are more autonomous when implementing self-directed learning strategies because they can concentrate and focus on their learning and years of study can influence students in developing autonomous learning capacity. This strategy allows students to actively engage in their learning process, avoiding boredom and enabling them to establish their own learning objectives. Therefore, motivation and concentration are essential factors for supporting students' learning.

Second, students should realize the importance of autonomous learning in achieving their learning goals and be aware of the challenges that arise during the learning process. This awareness allows students to develop appropriate strategies to improve academic performance and utilize their learning experiences to overcome the difficulties encountered.

Another reason related to the capacity of autonomous learning is the ability of students to use autonomous learning strategies. Students who do not have Autonomous learning behaviour find it difficult to determine learning goals tension between students with high capacity of autonomy and students with low capacity of autonomy.

Delimitation of the Problem

This research focuses on differences in the autonomous learning capacity of first year and third year students. This research explores how the learning autonomy capacity of first-year and third-year students is and whether there are significant differences in autonomy capacity between the two years or not. This research was conducted on students of the English Language Education Department class of 2020 and 2023 at a private university in Yogyakarta. The aim of this research is to analyze and compare autonomous learning capacity in the first and third years

Research Questions

Based on the statement of the problems that are explained above, there are three questions in this research which can be seen as follows:

1. How is the autonomous learning capacity of the first-year students of English Language Education Department?

2. How is the autonomous learning capacity of the third-year students of English Language Education Department?

3. Is there any significant difference between autonomous learning capacity of first-year students and third-year students of English Language Education Department?

Research Purposes

Based on the research questions above, the objectives of this study are

1. To investigate the autonomous learning capacity first-year student of English Language Education Department

2. To investigate the autonomous learning capacity third-year student of English Language Education Department

3. To find out the significant difference of autonomous learning capacity between first-year student and third-year students.

Significances of the Study

    Teachers. The results of this study can be used by lecturers as learning facilitators to prepare strategies to overcome challenges faced by students. This research provides insights into the benefits and challenges associated with using Autonomous learning as a learning strategy. It is anticipated that this information can aid them in developing effective learning materials and strategies to optimize learning outcomes.

    Students. The results of this study can be a reference for students in using Autonomous learning. When students know the benefits of using Autonomous learning strategies, it is hoped that students can find ways to become autonomous student.

    Other Researchers. This study can be used as a reference for those who want to conduct research in the same subject, as well as by other researchers who are interested in researching the same field and as well as be able to recognize problems as they arise to subsequently find an acceptable solution.

Organization of the research

The first chapter explains the background research, research identification, problem boundaries, research questions, research objectives, and research significance. Then, chapter two is a literature review. It provides definitions of Autonomous learning. This chapter describes general theories related to using autonomous learning strategy in learning reading comprehension.

Chapter three is methodology. This chapter explains how the researcher will perform this current study. The design of the study, instruments, participants, settings, and data collection approach are all discussed in this chapter. The researcher also discusses how to examine the data in this chapter.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis. Last, chapter five contains conclusions and suggestions. This chapter includes an overview of research questions, as well as researcher recommendations. Lecturers, students, and other researchers are offered recommendations.