Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

EXPLORING THE IMPLEMENTATION OF AUTONOMOUS LEARNING THROUGH THE USE OF ICT IN LEARNING ENGLISH AT SMK PERPAJAKAN RIAU

A THESIS

Submitted to Universitas Islam Negeri Sultan Syarif Kasim Riau in Partial Fulfillment of the Requirements for the Degree of *Magister* in English Education

UIN SUSKA RIAU

By
ALFI HASANAH
SRN: 22190123842

THE POSTGRADUATE PROGRAMME
DEPARTMENT OF ENGLISH EDUCATION
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
1444 H/2023 M

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Lembaran Pengesahan

Nama : Alfi Hasanah
Nomor Induk Mahasiswa : 22190123842
Gelar Akademik : M.Pd. (Magister Pendidikan)
Judul : Exploring The Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau

Tim Penguji

Dr. Khairil Anwar, MA.
Ketua / Penguji I ..... 1.

Dr. Sohiron, M.Pd.
Sekretaris / Penguji II .....

Dr. Kalayo Hasibuan, M.Ed.TESOL
Penguji III .....

Dr. Promadi, MA. PhD.
Penguji IV .....

Tanggal Ujian/Pengesahan : 07 Juli 2023

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

APPROVAL SHEET

The thesis entitled "Exploring the Implementation of Autonomous Learn Through the Use of ICT in Learning English at SMK Perpajakan Riau." is written by:

Name	: Alfi Hasanah
Student's Number	: 22190123842
Study Program	: Islamic Education
Education Concentration	: English Education

is accepted and approved to be examined at the thesis examination Postgraduate Program at State Islamic University of Sultan Syarif Kasim Riau.

Date: 20th June 2023
Supervisor I

Abdul Hadi, MA, Ph.D.
NIP: 19730118 200003 1 001

Date: 20th June 2023
Supervisor II

Dr. Faurina Anastasia, M.Hum.
NIP: 19810611 200801 2 017

Acknowledged by:
Head of Islamic Education Study Program

Dr. Alwizar, S.Ag, M.Ag.
NIP. 197004222003121001

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Abdul Hadi, MA, Ph.D.
The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE
Reference: The Thesis of Alfi Hasanah

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: ALFI HASANAH
Student's Number	: 21990125665
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau.

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, 20th June 2023
Supervisor I

Abdul Hadi, MA, Ph.D.
NIP: 19730118 200003 1 001

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Dr. Faurina Anastasia, M.Hum.
The Lecturer of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau

OFFICIAL NOTE
Reference: The Thesis of Alfi Hasanah

To: Director of Postgraduate Program,
State Islamic University
Sultan Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having read, analyzed, corrected and revised the thesis with the title mentioned below written by:

Name	: ALFI HASANAH
Student's Number	: 22190123842
Program of Study	: Islamic Education
Field of Study	: English Education
Title	: Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau.

It is, therefore, approved to be examined and assessed in the final exam to be held by the Postgraduate Program of State Islamic University of Sultan Syarif Kasim.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Pekanbaru, 20 th June 2023
Supervisor II

Dr. Faurina Anastasia, M.Hum.
NIP: 19810611 200801 2 017

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

EXAMINER APPROVAL SHEET

The thesis entitled "Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau" is written by:

Name	: Alfi Hasanah
Student ID Number	: 22190123842
Study Program	: Islamic Education
Concentration	: English Education

It has been examined and revised based on the feedback provided by the Thesis Examiners Team of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau in the Final exam held on July, 07 th 2023.

Approved by:

Examiner I,

Dr. Kalavo Hasibuan, M.Ed. TESOL
NIP. 19651028 199703 1 001

..... **Date: July, 13 2023**

Examiner II,

Dr. Promadi, MA, Ph.D
NIP. 19640827 199103 1 009

..... **Date: July, 13 2023**

Acknowledged by:
Head of Islamic Education
Study Program

Dr. Alwizar, M.Ag
NIP: 19700422 200312 1 002

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

STATEMENT OF ACADEMIC INTEGRITY

The person who had signature in the following:

Name	: ALFI HASANAH
NIM	: 22190123842
Place of Birth	: SIPUNGGUK
Date of Birth	: July, 31st 1997
Study Program	: Islamic Education
Concentration	: English Education

Stated that the the thesis that I have written: "Exploring the Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau", to meet one of the requirements for a Master Degree at the Postgraduate Program Uin Suska Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequences to remove my degrees as well as taking other sanctions according to the existing law.

Pekanbaru, 23rd June 2023

Alfi Hasanah
SRN. 22190123842

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

STATEMENT OF ACADEMIC INTEGRITY

The person who had signature in the following:

Name	: ALFI HASANAH
NIM	: 22190123842
Place of Birth	: SIPUNGGUK
Date of Birth	: July, 31st 1997
Study Program	: Islamic Education
Concentration	: English Education

Stated that the the thesis that I have written: "Exploring the Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau", to meet one of the requirements for a Master Degree at the Postgraduate Program Uin Suska Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

If all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequences to remove my degrees as well as taking other sanctions according to the existing law.

Pekanbaru, 23rd June 2023

Alfi Hasanah
SRN. 22190123842

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through His guidance and blessing, the researcher has completed an important academic requirement for the Magister Program in English Education concentration at the Postgraduate Program of, State Islamic University (UIN) of Sultan Syarif Kasim Riau. Then the researcher says peace be upon to Prophet Muhammad SAW. Researcher's deepest appreciation and love also go to her parents. The researcher is grateful for the endless love, pray, advice, support and motivation that they have done to researcher.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many people. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the writer a lot of things that writer is able to finalize and publish this research:

1. Prof. Dr. Khairunnas Rajab, M. Ag. the rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. Ilyas Husti, MA, the Director of Post Graduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Zaitun, M.Ag, Deputy of Postgraduate Program State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Alwizar, M.Ag, the chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staff for their kindness,

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

services and advice during accomplishement of this project paper.

5. Dr. Khairil Anwar, M.A, Secretary of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staff for their kindness, services and advice during accomplishement of this project paper.
6. The deepest appreciation also given to my first supervisor Abdul Hadi, M.A.,Ph.D, who has given supervision, advice, guidance, and correction to finish this research. Thank you so much.
7. The deepest appreciation also given to my second supervisor, Dr. Faurina Anastasia, M.Hum, who has given supervision, advice, guidance, and correction to finish this research. Thank you so much.
8. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who has given and transferred knowledge and insight both through formal classroom meeting and through informal occasional one.
9. Dr. Decky Saputra, M.Pd.I, the Headmaster of SMK Perpajakan Riau, and the Assistants, English teachers, and all staffs of SMK Perpajakan Riau that really helped the researcher took the data to complete this thesis.
10. Nopela Amanda, S.Pd at the trained the teacher by the researcher in SMK Perpajakan Riau, who give her opportunity during the researcher took the data to complete this thesis.
11. The researcher's family, ayah ganteng, beautiful amak, otuo novi and her brother in law, onga sarol and her sister in law, and her nephew and niece (Ziyad, Zafran, and Aiza Zalika, and new members Zayn)

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

12. The researcher's beloved friends Rulia Septami, Winda Sahvira, Ratimaya Nadya Prima, Rika Mahlia, Nopela Amanda and all my classmates at post graduate program. Thank you so much for always be there for me in every conditions.
13. The researcher's beloved friends, Rindo Aulia, Sakinah Mawardah, Hikma Fadila, Nofi Rahmi, Norvi Rutari and special one Ogi Fachri who has always give love, support, advice and thank you so much for always there for me whatever the condition is.
14. Finally, I would like to thank everybody who has important to the successful of realization of the thesis. May Allah bless us.

Pekanbaru, June 23rd, 2023
The Researcher

Alfi Hasanah
SIN. 22190123842

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

LIST OF CONTENTS

ACKNOWLEDGMENT ..... **i**
LIST OF CONTENTS ..... **iv**
LIST OF TABLES ..... **vii**
LIST OF FIGURE ..... **viii**
CHAPTER I INTRODUCTION **1**
A. Background of the Study 1
B. Statement of the Problem 6
C. Limitation of the Problem 7
D. The Research Question 8
E. The Objective of the Study 8
F. The Significance of the Study 8
G. Definition of Key Terms 10
CHAPTER II REVIEW OF THE RELATED LITERATURE **13**
A. Review of Related Theory 13
1. English as Foreign Language 13
2. Contructivism Theory of Learning 15
Basic Characteristics of Constructivist 19
Pedagogical Goals of Constructivist Learning Environments 20
3. Behaviorism Learning Theory (Connectionism) 20
4. The Nature of Autonomy 24
Autonomous Learning 28
Autonomy in the Classroom 29
The Essentials Autonomus Learning 33
Autonomous Language Learning 36
Characteristics Autonomous Learning 39
Characteristics Autonomous Students 41
Fostering Autonomy from Teacher's and Students's Role 45

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

5. Technology in English Language Teaching and Learning 49
ICT in Autonomous Learning 51
6. Implementation of Autonomous Learning using ICT in Learning English 55
7. Factors Influencing Implementation Autonomous Learning using ICT in Learning English 62
B. Related Studies 73
C. Conceptual Framework 80
CHAPTER III RESEARCH METHODOLOGY 83
A. Research Design 83
B. Research Site and Time 84
C. Participants 84
D. Technique of Collecting Data 85
1. Observation 85
2. Interview 87
3. Documentation 89
E. Data Analysis Technique 90
F. Validity and Reliability 91
CHAPTER IV FINDINGS AND DISCUSSION 94
A. Findings 95
1. How is the Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau? 96
2. What are the Factors Influencing Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau? 105
B. Discussion 111
1. The Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau 111

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

2. Factors Influencing Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau 119

CHAPTER V CONCLUSION AND RECOMMENDATION 125

A. Conclusions 125

B. Recommendation 126

C. Limitation of the Study 128

REFERENCES

APPENDIXES

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

LIST OF TABLES

Table 3.1	Observation List	86
Table 3.2	Interview Guidelines	89
Table 4.1	Data Collection Method and Source of Data	95
Table 4.2	The Summary of the Implementation of Autonomous Learning	97
Table 4.3	The Summary of the Factors Influencing	106

UIN SUSKA RIAU

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

LIST OF FIGURE

Figure 2.8 Conceptual Framework 81

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

ABSTRACT

Alfi Hasanah, (2023): ***Exploring the Implementation of Autonomous Learning through the Use of ICT in Learning English.***

This research were aimed to explain how is the implementation of autonomous learning through the use of ICT in learning English at SMK Perpajakan Riau and to explain what are the factors influencing the implementation of autonomous learning through the use of ICT in learning English at the SMK Perpajakan Riau. This research used qualitative research approach with a case study research design. The participants of this research were 29 students of tenth grade students at SMK Perpajakan Riau. Purposive sampling was used to determine the sample of the research. In collecting the data, the researcher used observation, interview, and documentation. Finally the result showed that, the implementation has occurred systematically from the teacher and students. The implementation of autonomous learning through the use of ICT applied by the teacher was suitable with the characteristics of autonomous learning and some related literatures. The students also followed the process very well. The influencing factors of the autonomous learning based on the implementation come from the learners, the teacher, the task and the environment. In conclusion, the teacher and students implementation of autonomous learning through the use of ICT showed the suitability of the process and the characteristics.

Keywords: Implementation, Autonomous Learning, ICT

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

ABSTRAK

Alfi Hasanah , (2023): ***Mendalami Penerapan Kemandirian Belajar melalui Pemanfaatan TIK dalam Pembelajaran Bahasa Inggris diSMK Perpajakan Riau.***

Penelitian ini bertujuan untuk menjelaskan bagaimana penerapan pembelajaran mandiri melalui pemanfaatan TIK dalam pembelajaran Bahasa Inggris di SMK Perpajakan Riau dan untuk menjelaskan faktor-faktor apa saja yang mempengaruhi penerapan pembelajaran mandiri melalui pemanfaatan TIK dalam pembelajaran Bahasa Inggris di SMK Perpajakan . Riau . Penelitian ini menggunakan pendekatan penelitian kualitatif dengan desain penelitian studi kasus. Partisipan penelitian ini adalah 29 siswa kelas X SMK Perpajakan Riau. Purposive sampling digunakan untuk menentukan sampel penelitian. Dalam pengumpulan data, peneliti menggunakan observasi, wawancara, dan dokumentasi. Akhirnya hasil penelitian menunjukkan bahwa implementasi telah terjadi secara sistematis dari guru dan siswa. Pelaksanaan pembelajaran mandiri melalui pemanfaatan TIK yang diterapkan oleh guru sudah sesuai dengan karakteristik pembelajaran mandiri dan beberapa literatur terkait. Para siswa juga mengikuti proses dengan sangat baik. Faktor-faktor yang mempengaruhi kemandirian belajar berdasarkan pelaksanaan berasal dari peserta didik, guru, tugas dan lingkungan. Kesimpulannya, penerapan pembelajaran mandiri guru dan siswa melalui pemanfaatan TIK menunjukkan kesesuaian proses dan karakteristik.

Kata Kunci : Implementasi, Autonomous Learning, TIK

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

ملخص

ألفي حسنة، (2023) : تعميق تطبيق التعلم المستقل من خلال استخدام تكنولوجيا المعلومات والاتصالات في مادة اللغة الإنجليزية في المدرسة الثانوية المهنية لعلوم الضرائب رياو.

هذا البحث يهدف إلى شرح كيفية تطبيق التعلم المستقل من خلال استخدام تكنولوجيا المعلومات والاتصالات في مادة اللغة الإنجليزية في المدرسة الثانوية المهنية لعلوم الضرائب رياو، وإلى شرح العوامل التي تؤثر على تطبيق التعلم المستقل من خلال استخدام تكنولوجيا المعلومات والاتصالات في مادة اللغة الإنجليزية في المدرسة الثانوية المهنية لعلوم الضرائب رياو. هذا البحث يستخدم مدخلا كيفيا بتصميم دراسة المشكلة. المجتمع في هذا البحث 29 من طلبة الفصل العاشر بالمدرسة الثانوية المهنية لعلوم الضرائب رياو. تم استخدام العينة الهادفة لتحديد عينة البحث. ومن أجل جمع البيانات، استخدمت الباحثة الملاحظة، والمقابلة، والتوثيق. وأخيرا، دلت نتائج البحث على أن تطبيق التعلم المستقل تم حدوثه منهجيا من قِبَلِ المدرسين والطلبة. تطبيق التعلم المستقل من خلال استخدام تكنولوجيا المعلومات والاتصالات الذي به المدرسون كان مناسبا بصفة التعلم المستقل والمطبوعات المتعلقة. وبالإضافة إلى ذلك، أن الطلبة أيضا يشاركون العلمية لهذا التطبيق بشكل جيد. وأما العوامل التي تؤثر على استقلال التعلم فهي من الطلبة أنفسهم، ومن المدرسين، والوظيفة، والبيئة. ويمكن الاستنباط بأن تطبيق التعلم المستقل لدى المدرسين والطلبة من خلال استخدام تكنولوجيا المعلومات والاتصالات كان مناسبا من حيث العملية والصفة.

الكلمات المفتاحية : ***تطبيق، التعلم المستقل، تكنولوجيا المعلومات والاتصالات.***

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

CHAPTER I

INTRODUCTION

A. Background of the Study

Autonomous Learning means that students take greater control in their learning process as decision makers who build their own capacity to make decisions from available resources and tools to fulfill and achieve learning goals (Holec, 1985; Little, 1991). Dickinson (1987) views autonomy as a "mode of learning; one in which the individual is responsible for all decisions related to his or her learning, and carries out the implementation of these decisions." At that time, the issues of autonomous learning still involved around adult learning which is held out of the classroom. Then, in his book on learner training, Dickinson (1992, cited in Benson, 2003) argued that learner often acted independently,' both cognitively and behaviorally, in the classroom, while Dam (1995, cited in Benson 2003) demonstrated how principle of autonomy could be integrated into secondary school classroom without self-access or formal learner training. As Thanasoulas (2002) states, in some cultures, students tend to feel more at ease in the classroom expressing their viewpoints of agreement and disagreement.

Furthermore, Benson and Voller (1997) emphasized, the term 'Autonomous Learning' began to be used in at least the following five ways: situations where learners are fully independent learners; a set of competencies and skills can be applied and self-studied, basic capacities are leveled through

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

institutions, training is responsible for autonomous learning and students have the right to determine the direction of their learning autonomously. Umeda (2000) cited in Onozawa, (2010) gives three reasons for the importance of autonomous learning in education; developing a lifelong ability to cope with the rapid social changes, fostering the students' individuality, and developing the diversity of the students' educational and cultural background.

This autonomous learning concept is aligned as a manifestation of the Independent Curriculum *(Kurikulum Merdeka)* in Indonesia. This is included in the Regulation of the Minister of Education and Culture Number 16 Year 2022 *(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 16 Tahun 2022)* which provides sufficient space for initiative, creativity, autonomous in accordance with the talents, interests, and physical and psychological development of students learning process. Actually, in the previous curriculum, namely 2013 Curriculum *(Kurikulum 2013),* the autonomous learning model was also applied, this is contained in Regulation of the Minister of Education and Culture Number 65 Year 2013 *(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 65 Tahun 2013)* which was subsequently updated by Regulation of the Minister of Education and Culture Number 22 Year 2016 *(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016)* concerning educational process standards. In this case, the learning process must position students as learning subjects who actively build their own knowledge with the help or guidance of the teacher.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Wang (2010) states that autonomous learning is a modern learning theory which is based on constructivism theory, the learning activities in this model focuses on the students (student-centered instruction). This is also aligned with the 1984 Curriculum *(Kurikulum 1984)* which is called Active Student Learning Method (CBSA) or in English is called Student Active Learning (SAL) which means a teaching approach that provides opportunities for students to be actively involved physically, mentally, intellectually and emotionally with the hope students gain maximum learning experience, both in the cognitive, affective, and psychomotor domains, (Yuniarto, 2011).

Being autonomous students will have some results that contribute them to reach the main goals of learning language, the results have been proposed as follows: a resulting increase in enthusiasm for learning (Littlejohn, 1985), taking an active, independent attitude to learning and independently undertaking a learning task is beneficial to learning; personal involvement in decision making leads to more effective learning (Dickinson, 1995), when the learner sets the agenda, learning is more focused and purposeful, and thus more effective both immediately and in the longer term (Little 1991; Holec 1981; Dickinson, 1987 as citied in Finch, 2002). Dafei (2007) in his research, showed that students' English skills were significantly and positively related to their learning autonomy.

In general, 21st century education is dominated by ICT-based education, core competencies such as reading, writing and arithmetic acquired while attending education will form the basis for other competencies, skills

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

needed in the 21st century include: 1) learning innovation skills, 2) information, median and technology skills, 3) life and carrier skills. these three skills can develop, if schools have an adequate work environment for learning and innovation, provide teacher improvement programs (curriculum) and provide assessments that spur teachers to excel, (Hosnan, 2014).

The use of digital learning resources is also emphasized in the Independent Curriculum (*Kurikulum Merdeka)* in third part Ways to Achieve Learning Goals in Article 7 in learning strategies *(Cara Mencapai Tujuan Pembelajaran di Pasal 7 dalam Strategi Pembelajaran)* which reads: using information and communication technology devices, Regulation of the Minister of Education and Culture Number 16 Year 2022 *(Peraturan Menteri Pendidikan dan Kebudayaan Nomor 16 Tahun 2022)*. The relationship between technology and autonomy is dynamic. Autonomous learners can see technology as a tool to learn languages and at the same time, technology affects the development of autonomy, (Noviadayanti, 2021). Hao et al. (2019) pointed out that technology helps student to learn both inside and outside their classroom activities. As stated by Dudeney (2007) using a range of ICT tools can give learners exposure to and practice in all of the four main language skills autonomously such as speaking, listening, writing and reading.

Technology gives an opportunity for learners to access target languages and freedom they need in order to practice in autonomous learning,

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(Hamilton, 2013 cited in Lai, 2019). It also gives authentic situations that are full of challenges and resources that learners can use to support autonomous behavior, (Pellerin, 2017 cited in Lai, 2019). Technology can expose learners to English native speakers in a digital social environment which they cannot experience in their local environment. The use of ICT in learning can encourage learner autonomy because the use of this technology can stimulate, motivate, and motivate learners to autonomous learning. Autonomous learning does not mean without monitoring and evaluation from teachers but teachers can be good facilitators for students, (Syafryadin et al 2022). Moreover, technology can introduce learners to diverse study methods as well as diverse topics that can suit their interests. In summary, the use of ICT can be used as a means to get information inside or outside the classroom so that autonomous learning students are created.

Previously the researchers had conducted a survey to find out whether the SMK Perpajakan Riau had implemented the Independent Curriculum *(Kurikulum Merdeka).* One source stated that he was also an English teacher at the SMK Perpajakan Riau, who stated that the SMK Perpajakan Riau had implemented the Independent Curriculum *(Kurikulum Merdeka)* but had only implemented it in class X, because as we know the government has not forced all school institutions to implement the Independent Curriculum *(Kurikulum Merdeka)* simultaneously. Unfortunately, research on autonomous learning in the Indonesian schooling sector is still rarely discussed, (Lengkanawati, 2017).

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Researchers found research that had been carried out on autonomous learning in Indonesia entitled Learners` Perception of Autonomous Language Learning During the Pandemic Of Covid-19, especially in Riau it was found that the learners had highly positive result towards autonomous language learning regarding their awareness and self-effort. It can be concluded that they make good practice and contribution of autonomous language learning, (Ahmad, 2021).

Now in the case of the SMK Perpajakan Riau, researchers do not yet know how to implementation autonomous learning using ICT in learning English and researchers also want to know what are the factors influencing for the implementation of autonomous learning using ICT in learning English at SMK Perpajakan Riau which is not yet know considering this is also the mandate of the current curriculum.

Therefore it is important to conduct a study entitled ***"Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau. "***

UIN SUSKA RIAU

B. Statement of the Problem

In this research, the problem stated are relevant to the exploring Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau. Researchers did not yet know how to implement autonomous learning using ICT in learning English, and researchers also wanted to know what factors influenced the

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

implementation of autonomous learning using ICT in learning English at SMK Perpajakan Riau. This study was very important because it aligned with the mandate of the current curriculum.

This research is also still not enough in Riau, especially in Kampar District. However, researchers found research on autonomous learning at As-Shofa Islamic High School Pekanbaru entitled Learners` Perception of Autonomous Language Learning During the Pandemic Of Covid-19, especially in Riau it was found that the learners had highly positive result towards autonomous language learning regarding their awareness and self-effort. It can be concluded that they make good practice and contribution of autonomous learning, (Ahmad 2021).

C. Limitation of the Problem

Based on the background and statement of problems above, the study focused on the Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau in Siak Hulu District, because is very important to know because it is a policy set by the government in Indonesia.

The scope only looks at implementing autonomous learning through the use of ICT in learning english at SMK Perpajakan Riau when students are at the school (inside class / classroom context).

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

D. The Research Questions

Based on the research background above, the research questions are formulated as follows:

1. How is the implementation of autonomous learning through the use of ICT in learning English at the SMK Perpajakan Riau?
2. What are the factors influencing the implementation of autonomous learning through the use of ICT in learning English at the SMK Perpajakan Riau?

E. The Objectives of the Study

1. To explain how is the implementation of autonomous learning through the use of ICT in learning English at SMK Perpajakan Riau.
2. To explain what are the factors influencing the implementation of autonomous learning through the use of ICT in learning English at the SMK Perpajakan Riau.

F. The Significance of the Study

There are four significances of the study; they are theory, policy, practice and researcher. The explanation is as follow: In term of theoretical, this research can be used as a reference for someone who wants to do

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

research in exploring the implementation of autonomous learning using ICT in learning English, especially at the high school level.

Than in the policy, this research was carried out referring to the Independent Curriculum *(Kurikulum Merdeka)* policy currently implemented in Indonesia. Later this research will be very useful especially for the government to find out whether the policies implemented can be implemented as expected or vice versa.

Furthermore in the practical, give practical significance to the students, the teachers as well as the school. For the students, to fill the gap in knowledge of students at SMK Perpajakan Riau in implementation autonomous learning through the use ict in learning english**.** Then for the teachers, to fill the gap in knowledge of teachers at SMK Perpajakan Riau in implementation autonomous learning through the use ict in learning english**.** As well as for the school, the research results are expected to be used as input material in improving the quality of English language learning at SMK Perpajakan Riau.

The last for the researcher, hopefully to provide foundation for further researcher related to the implementation autonomous learning through the use ict in learning english and of course it will become the basis for further research so that the policies set by the Indonesian government are realized.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

G. Defenition of Key Terms

Based on the key terms of this research, there are definitions are explained to avoid misunderstanding and misinterpretation.

1. Autonomous Learning

Littlewood (1996) described the notion of autonomy as “learners’ ability and willingness to make choices independently” (p. 427). Than Autonomous Learning; ability of a learner to take control of their own learning and to make choices of learning strategies autonomously, (Holec, 1981:47).

In the context of autonomous learning, learner autonomy means that the learner takes responsibility for one's own learning. However, this ability is not inborn and must be acquired in practice or by formal learning. Autonomous learning takes place when the learner is responsible for the learning-related decisions required. These decisions relate to, for example, setting learning objectives, defining learning content and progress, choosing the learning methods and techniques to be used, monitoring learning progress, and assessing learning outcomes. An autonomous learner is himself or herself able to make all learning related decisions in which he or she wants to be involved. This can be done with or without a teacher and with or without teaching aids. Thus, autonomous learning can be divided into supported and non-organized autonomous learning, (Holec 1979, 3-4.)

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Autonomous learning is a broad concept with many interrelated sub-concepts. Autonomous learning can be viewed from different perspectives: the individual's ability to be an autonomous learner, autonomous learning skills, the environment that affects autonomous learning, or the goal, purpose and consequences of the activity. (Norrena 2019, 13-14.)

2. ICT (Information and Communication Technology)

Information and Communication Technologies (ICT), is defined by (UNESCO 2006) as forms of technology that are used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video as well as the equipment and services associated with these technologies, such as video conferencing and electronic mail.

Information and Communication Technology (ICT) refers to some products of communication technology, like hardware (i.e. computers, mobile phones, projector, radio, TV), the software application (i.e. multimedia sources, communication application), and the information system (i.e. the Internet, Intranet, cloud computing), (Hennessy, Ruthven, & Brindley, 2005; Raval, 2014; Tinio, 2003).

Information Communication Technology (ICT) is defined as ‘any technology used to support information gathering, processing, distribution and use’ (Beckinsale & Ram, 2006). Students can use ICT in learning process to

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

explore any information connected to their lesson and help them to access learning materials through Internet, (Kee & Samsudin, 2014).

3. English Language Learning

Learning has been defined by many researcher. According to Brown (1994), learning is the process of interaction of students with educators and learning resources in a learning environment. Language learning is life enhancing. Tomlinson & Masuhara (2004) stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that encourage learners' creativity

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. English as a Foreign Language

Teaching English as a Foreign Language (TEFL) has been introduced since the early 1960s and has become a separate field of science since the incessant concept of globalization was echoed in 1980s. The current TEFL trend can be said to be worldwide, especially in countries where English has the status of a foreign language.

Learning in the classroom is dominated by the teacher's explanation referring to the textbook (the only source of learning). The use of textbooks as the only learning resource in the classroom will not give students the opportunity to learn English which is used in real life. There is a paradigm shift in language learning in communicative language learning, where teachers, textbooks, and teaching methods are no longer the main factors for success in language learning. In the principle of language learning, it is stated: Successful mastery of the second language will be due to a large extent to a learner's own personal "investment" of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Thus, language learning is largely determined by the language learner's learning strategies in understanding and producing language. Meanwhile, Spratt (2005) defines learning strategies as ways learners choose to learn language. They include ways to help students identify what they need to learn, process new language and work with other people to learn. Using the right strategy at the right time can help them learn the language better, and help to make them more autonomous.

According to Richard and Schmidt (2002) learning strategies can be interpreted as "the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning." Richard and Schmidt stated that in general this learning style can be divided into four categories:

1. Cognitive strategies, for example, analyzing the target language (in this case English), comparing new things with what is already known in both the first and second language, and organizing information.
2. Metacognitive strategies, such as paying attention to how one learns, making neat plans, and monitoring his/her development.
3. Social strategies, for example looking for friends who are also native speakers of the language being studied (English) or working in groups in class.

Laurie (2010) said that students' use of the mother tongue is often a obstacle for teachers in applying a second language such as English. In addition, learning English for beginners known as YLL (young language

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

learners) can be fulfilled if the teachers are able to balance the knowledge of linguistics accompanied by a well-planned curriculum design. In addition, the combination of TL (teaching language) and L1 (language first) methods can be used to achieve the target of learning a foreign language (English as a foreign language). Research conducted by Horst (2010) reported that L2 (second language) and L1 (first language) can be achieved by understanding a cross-linguistic approach (language science). Linguistic characteristics also play an important role in learning English as a foreign language. Language acquisition for beginners, especially children, is in the golden age because children's abilities in this phase are more developed by thinking.

2. Constructivism Theory of Learning

Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and h ow their understanding is changing. The teacher makes sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tam, 2000).Constructivism's central idea is that human learning is constructed, thatlearners build new knowledge upon the foundation of previous learning. This viewof learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key.Two important notions orbit around the simple idea of constructed knowledge.Thefirst is that learners construct new understandings using what they already know.There is no tabula rasa on which new knowledge is etched. Rather, learners come to learning situations with knowledge gained from previous experience, and that prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Phillips, 1995).

The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Phillips, 1995).

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

According to Driscoll (2000), constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is t he role which experiences-or connections with the adjoining atmosphere-play in student education.The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

Constructivist thinking is rooted in several aspects of Piaget and Vygotsky's cognitive theories. From Piaget, we learn actively, create schemes, assimilate and accommodate all forms of science, etc. From Vygotsky, we get social constructivism, group work, internships, and so on. Thus, we can say that the “top-down” and "bottom-up" learning methodology is born of constructivism thinking. This means that the teacher will give the main idea then the students will get the details. In this thinking, the teacher does not

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

teach the detail so that students will find it difficult to find an understanding of the details (Aljohani, 2017: 98).

Scientists and philosophers like Dewey (1916), Piaget (1973), and Vygotsky (1978) have different perspectives and ideas about constructivism especially around its epistemology and ontology (Gul. 2016: 76). In other words, they have interpreted constructivism according to their own experience. In relation to that, the conclusion is that the learners' knowledge is their own life, their style and their life is an experience they get. Therefore, the teaching and learning process must be related to the practical real world so that the classroom is designed and shaped in such a way that teacher and students can share their knowledge and experience actively.

Constructivism views the formation of knowledge as an active subject that creates cognitive structures in their interactions with the environment. Cognitive interaction will occur as far as reality is structured through the cognitive structure created by the subject itself. The cognitive structure must always be altered and adapted according to the demands of the environment and the changing organism. The process of adjustment occurs continuously through the process of reconstruction (Amineh and Davatgari. 2015: 9-16).

The most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge, not others. Learners must be responsible for their learning outcomes. Their creativity and liveliness will help them to stand alone in their cognitive life.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Learning is directed at experimental learning which is a humanitarian adaptation based on concrete experience in the laboratory, discussions with classmates, who then contemplated and made ideas and developing new concepts. Therefore, the accentuation of educating and teaching is not focused on the educators but on the learners.

Finally, it can be concluded that some of the things that concern constructivist learning are: (1) prioritizing real learning in the relevant context, (2) giving priority to the process, (3) inculcating learning in the context of social experience, (4) learning is done in order to construct experience.

Basic Characteristics of Constructivist Learning Environments

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies:

1) Knowledge will be shared between teachers and students.

2) Teachers and students will share authority.

3) The teacher's role is one of a facilitator or guide.

4) Learning groups will consist of small numbers of heterogeneous students.

Pedagogical Goals of Constructivist Learning Environments

Honebein (1996) summarizes what he describes as the seven pedagogical goals of constructivist learning environments as:

1) To provide experience with the knowledge construction process (students determine how they will learn).

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).

3) To embed learning in realistic contexts (authentic tasks).

4) To encourage ownership and a voice in the learning process (student centered learning).

5) To embed learning in social experience (collaboration).

6) To encourage the use of multiple modes of representation, (video, audio text, etc.)

7) To encourage awareness of the knowledge construction process (reflection, metacognition).

3. Behaviorism Learning Theory (Connectionism)

The connectionism theory is a family of early theories from the branch of behaviorism theory. Behaviorism according to language is composed of the words behavior and ism which comes from English, the word behavior means "behavior" and ism means "flow." Behaviorism means "stream of behavior". This theory is a theory of the development of measurable behavior, which can be observed and is caused by the response to a stimulus by the learner. This behavior is known as the theory explained by Gage and Berliner regarding the transformation of behavior that is formed from experience (Schunk, 2012).

Behaviorism arises because of reactions to reflection (analysis of the human soul following subjective information) and psychoanalysis (related to the invisible subconscious). The psychological theory of behaviorism is

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

conveyed by experts in behavioristic psychology. Scientists believe that a person's behavior is governed by rewards/reinforcements from the environment. That way, in educational practice there is a relationship between behavioral responses and stimuli (Muhajirah, 2020). In the concept of behaviorism, a person's behavior is a learning reaction, which in the future changes can be learned through manipulation and creating learning situations (Surya, 2003). The behavioral theory explains that learning is a transformation of behavior that can be seen, assessed, and evaluated concretely. This behavioral theory combines the patterns of drive and reaction associations. The transformation will be formed through motivational drives that cause interactions between responses according to mechanistic rules. Learning occurs by stimulating students to obtain the expected response. This stimulus-response relationship, if repeated, will become a habit. Teachers can encourage them to keep trying repeatedly until maximum results. In addition, reinforcement can be formed to reinforce the emergence of a response. Formed behavior will be more mature if it is strengthened and will disappear if given punishment (Sani, 2013).

Based on this theory, learning is a transformation of behavior that results from the relationship between encouragement and reaction, in another sense learning is a form of transformation in that a person feels the potential to behave in a new version due to the relationship between response and encouragement. A person is seen as having learned something if he can show a change in his behavior (Nathaniel & Baruch, 1979).

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The behaviorism theory considers that the most important thing is the input in the form of motivation/encouragement and the output in the form of behavioral reactions. Stimulus is everything that is given by an educator to students. Such as certain methods to facilitate student learning or the use of teaching aids, while reactions (responses) are responses/ reactions that arise as a result of encouragement given by an educator. The behavior shown according to the theory of behaviorism will change if there are certain encouragements. This encouragement can be in the form of teacher processing to students, while the response is in the form of behavior that occurs in students (Sukarjo & Komarudin, 2013).

Behaviorist theorists such as J.B. Watson, E.L. Thorndike, B.F. Skinner and Ivan Pavlov consider learning to be a transformation of behavior resulting from certain circumstances. The behavior in question is a behavior change that can be seen. The process of emotion and thinking in this case cannot be seen directly so it is not included in the change.

The term connectionism was first mentioned by Thorndike in 1898. But it was not until the early 1980s that the connectionist approach became significant in cognitive psychology. The development of connectionism is a paradigm shift in science. Connectionism is rooted in cognitive and computational neuroscience. Likening the brain to a computer, connectionism attempts to describe human mental abilities in terms of artificial neural A neural network consists of a large number of codes and units that join together to form an interconnected network. In this

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

interconnection, knowledge is distributed. Therefore, learning is a by-product of processing (Banan, Ridwan, & Adisaputera, 2020).

The behavioristic theory is a process of interaction between encouragement (in the form of ideas, actions, or feelings) and reactions related to learning. Thorndike argued that behavior transformation can be something that cannot be observed (non-concrete) and something that can be observed (concrete). Although Thorndike did not explain how to measure various non-concrete behaviors (measurement is an obsession for all behaviorists), Thorndike's theory inspired other researchers who came after him. The experimental procedure consisted of releasing each animal from its pen until it reached the feeder. In this case, when animals are caged, animals often perform various behaviors, such as biting, rubbing their bodies against the walls of the box, and sooner or later the animal will stumble (Haryanto, 2004).

4. The Nature of Autonomy

The word autonomous is the adjective form of autonomy, which is etymologically a legal-political term. It is from the Greek autonomia, itself derived from autonomos, where auto means `self' and nomos means 'law'. The Australian Oxford Dictionary (Moore, 1999, p. 87) defines it as "the right of self-government; personal freedom; freedom of the will; a self-governing community". Thus, the word autonomy carries a meaning of freedom and independence to govern one's own affairs. In a present general sense it is

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

defined as an ability to manage one's own affairs as opposed to a situation of dependence in which one is subjected to decisions and control from others (Broady & Kenning, 1996).

Roberts (2001) defines the term autonomous as the self governing, acting independently or having the freedom to do so. Auto is Greek for self and hetero is Greek for other. The opposites of autonomous are heteronomous (subject to another's law or rule) and dependent. "The word autonomous comes from the Greek word eautos which means self. It is therefore understood that autonomous learning is related to self directed studies and the learning process. I believe that a good autonomous learner must have very good planning skills in order to plan times for reading and research. I also believe that he/she should be able to prioritise and be committed to the learning process. Autonomous learning also allows the learner to direct his reading and research towards subjects that he/she feels need improvement. (George Aloumpis, October 2005)."

In the early 1890s by Henri Holec who is perceived as *father of learner autonomy*, “to take charge of one’s own learning”, which he then specifies as "to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning", He sees ability and responsibility as operating in five main areas: determining objectives, defining contents and progressions, selecting methods and techniques to be used, monitoring the procedure of acquisition, and evaluating what has happened, (Samaie and Mahmoud, 2015:96-97).

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Merriam (2001) has pointed out five essential assumptions of the learner in andragogy as someone who has (1) an independent self-concept, (2) has life experience as the resource of learning, (3) has needs and goals, (4) is interested in immediate application of knowledge, and (5) is motivated to learn by internal factors. Based on the definitions mentioned above, it can be defined what the autonomous learning means. As autonomy is defined as the learner‟s willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning, the autonomous learner can be defined as someone who has willingness, capacity, and ability to take charge of, take responsibility for, or control over his/her own learning. Therefore, it can be concluded that autonomous learning is a process where the learners have willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning.

Littlewood adds that it is difficult to define autonomy shortly and prefers discussing the widespread misconceptions about autonomy. Then, he has stated on what autonomy ***is not*** (Kocak, 2003:18-19):

1) A synonym for self-instruction, in other words, autonomy is not limited to learning without a teacher.

2) Entail giving up responsibility on the part of teacher; it is not a matter of letting the leaners get on with things as best they can.

3) Something that teachers do to learners; that is, it is not another teaching method.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

4) A single, easily described behavior.

5) A steady state achieved by learners once.

Autonomy in terms of learning, is well documented by Littlewood (1996 cited in Joan Nordlund, 1997:204) argued autonomy is a capacity - for detachment, critical reflection, decision making and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. Than (Dickinson 1995:167) defines autonomy as an attitude towards learning in which the learner is prepared to take, or does take, responsibility for his own learning. Taking responsibility for one's own learning essentially concerns decision making about one's own learning.

Although Holec (1981) treated autonomy as an attribute of the learner, the term was also used to describe learning situations. In his book on self-instruction, Dickinson (1987: 11), for example, described autonomy as 'the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions'. Holec (1981) mentions that taking charge of one's own learning means to hold the responsibility for all decisions concerning all aspects of learning including:

- determining the objectives
- defining the contents and progressions
- selecting methods and techniques to be used
- monitoring the procedure of acquisition
- evaluating what has been acquired.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

As the expert explained, autonomy is an act that emanates from the person himself. Exercise freedom in your work. It came from their willingness to feel someone who is responsible for their work. students feel the need to control, monitor your learning process. Here students can set their own, determining goals, learning strategies, identifying weaknesses, doing homework and active use of the target language inside and outside the classroom.

Autonomous Learning

Autonomous learning refers to "the ability to take charge of one's own learning and a potential capacity to act in the learning situation" (Holec, 1981, p.3). Lier (1996) also argue that autonomous learning need to make significant decisions about what, how, and when to learn. The term autonomous learning refers to the ability of learners to take knowledge into their own hands by enabling them to define learning goals, define content and pace, select methods and techniques, control the acquisition process, and evaluate what is known, (Lengkanawati 2017), briefly could be said that in autonomous learning, student can participate actively in deciding what they are going to learn and how to overcome it.

The concept of autonomous learning is primarily related to adult education and self-learning systems and appears to be a matter of the learner doing things on his own (Little 2007). Benson (2013) defined the control concept of autonomous learning into three levels; control over learning management, control over cognitive processes, and control over the learning

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

content. He argues that through the three approaches, learner autonomy is able to develop: by managing the planning, organization, and evaluation of the first level; moving forward, directing learners' attention to linguistic input, reflecting upon their learning, and building metacognitive knowledge in the second stage; and finally, being given the freedom to decide their goals and learning resources at the ultimate level. Learner autonomy now plays a vital role in language learning. The focus is on new forms of learning that allow learners to take control of their learning (Orawiwatnakul et al 2017).

Nguyen (2014) defines an autonomous learning as someone who can learn independently, act independently, and be motivated in the learning process. According to Joshi (2011) a learner's autonomy is a person who can alone make and execute the decisions that determine their behavior.

According to the experts above, we can conclude that autonomous learning have responsibility for their learning and can apply appropriate learning strategies, understand their learning goals, and review and evaluate their learning progress.

Autonomy in the Classroom

The shift towards classroom applications of autonomy that started in the early 1990s is reflected in several recent collections of papers with a strong focus on the classroom (Mackenzie & McCafferty 2002; Barfield & Nix 2003; Little et al. 2003; Palfreyman & Smith 2003; Miller 2006). Autonomy in the classroom, learners not only are found autonomous beyond classroom but also inside the class. In the broad definition of autonomy, it

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

includes all the decisions made by learners for their own learning. So, all the activities, plans and actions that the learner chooses of him/herself, help to promote it. Inside a class, it might involve different levels of control such as: management for learning, cognitive processes and learning content. It can be reflected in group works, co-operative learning, innovative learning or other classroom actions and activities.

Autonomy in the classroom aiming to foster autonomy are based on providing the learners the opportunities to make decisions concerning the management of their own learning. According to Benson (2001) as cited in Egel, 2009: 2024), positive results gain where the learner has been encouraged to take a certain amount of control over the planning and assessment of classroom learning have shown that learners are able to exercise control over their learning opportunity as necessary support.

Autonomous learning might be fostered if learners are able to take responsibility for and make decisions about their learning, Scharle & Szabó, (2000). Meanwhile Benson (2001) argues that self-management and a sense of responsibility in language learning are two aspects of the nature of autonomy. He then presents three clearly interdependent aspects: learning management, cognitive process, and learning content, which are included in the definition that learner autonomy is “the capacity to take control of one’s own learning” (p. 47). He claims that a learner can control learning methods but not learning content, s/he may fail to be a fully autonomous learner.

Nunan’s (1997) category is quite closely related to the purpose of this

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

paper in as much as it discusses learner autonomy within the framework of language learning with five levels. The first level involves the attempt to make learners aware of goals, strategies, and content of materials. The second level is to get learners involved in making choices from a variety of goals, content and strategies. The third level is to encourage learners to adapt and modify the goals and the content of the learning program. The next level is to let learners set their goals, develop their content and create learning tasks. The last level is for fully autonomous learners as they can make connections between the content of classroom learning and the world.

According to Little (1991) and Dam (1995), as cited in Cakici (2015:33), Language learning is greatly enhanced when a student has control over the goals and the content of a course of study. Three pedagogical principles may be suggested to express autonomous learning in language classroom:

1) Learner Empowerment; teachers being learners to accept responsibility for their own learning and their understanding should grow along with their learners.
2) Reflectivity; it begins as a collaborative activity in which teacher and learners seek to make explicit their joint understanding of the process they are engaged in. By reflecting on their learning process, learners become aware of how and why they choose the methods and strategies they use in different projects, and for solving different tasks, because

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

being aware of the learning process helps makes them autonomous, (Turloiu and Stefansdottir, 2011)

3) Appropriate Target Language Use; teachers must engage their learners in form of exploratory dialogue that requires them to use the target language to express their own meanings. They must help students to construct and maintain multiple scaffolding in writing and speech. An autonomous classroom the starting point is not the textbook but the learners. It should be considered that each member of class has interests, and emotional as well as educational and communicative needs.

Implication of Autonomous Learning Since autonomous learning is a learning in which the students‟ autonomy is exercised, this learning gives much opportunity to the students take greater control of their learning. Consequently, there are changes of the learning in form of the leaners‟ role, the objectives of the learning and the teacher‟s role in learning (Holec, 1979: 69).

1. The new Role of Learner since autonomous learning gives the learners greater control of learning, learners play much role in determining their own objectives and contents by making choices based on personal criteria.

2. The new Role of Teacher Dewey (1996 cited in Benson, 2001: 26) teacher‟s role was not to direct the process of learning, but to act as a resource or guide for learner‟s own self-directed effort. Voller (1997 cited in Benson, 2001: 171), in a detailed review of the literature on teacher roles in autonomous learning provides three roles of teacher. They are facilitator,

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

counsellor and resources. As a facilitator, the teacher is seen as providing support for learning, as counsellor, the emphasis of the teacher‟s role is placed on one to one interaction and as resource, the teacher is seen as a source of knowledge and expertise.

3. The New Role of Objective Since autonomous learning is intended to practice the students‟ control over their learning, the objective of the learning will be the learners‟ objectives. Students decide their goal based on their need (Holec, 1973:74).

Little (1991) also argues that teacher should help their students set their learning goals creating a friendly atmosphere in the classroom which leads to discussion, analysis and evaluation; encouraging them to work collaboratively in small groups; asking the learners to keep a record of their learning and evaluate their progress both as individual learners and as a class again in the target language are among the tasks. This means that in autonomous learning the teacher is the facilitator in learning process. Autonomy learning process makes the students more active in the learning process. Chan (2001) argues that “increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy”.

In conclusion, autonomy in classroom is a cooperative work between teacher and learners, this atmosphere will devote and mold learners’ personality and character in how to be autonomous in the process of learning.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

The Essentials of Autonomous Learning

Autonomy is an essential characteristic for a good language learner especially for those who learn a language as a foreign language do not have the opportunity to hear or use the language in the real world," (Uğur and Bayat, 2008:8), and a good learner is a person who is taking charge of what he/she needs in learning (Scharle and Szabo, 2004:3-4).

Therefore, students‟ autonomous learning will have some advantages, Johnston and Merrill (2004:16), as follow:

1. Raising awareness of the provisional (and thus contestable) character of knowledge.

2. Encouraging students to explore, to question and to assess continuously their strategies and attitudes in coping with reality and how these help them to or prevent them from, gaining further understanding.

3. Raising confidence in one‟s competences.

4. Addressing the personal responsibility of the individual for his/her own learning.

5. Engaging the learner actively in his/her learning process.

A dynamic and ongoing process of negotiation between the learner and the teacher, Learner Autonomy is, perhaps, a more efficient way to describe the manager role of the learner as described by Holec as it promotes the independence of the learner throughout the entire learning process within a course of study and beyond (cited in He, 2015:603);

1) Firstly, facing the challenge in the new century, adapting to the fast

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

development of scientific technology, and meeting the demands of the renewal of knowledge, one cannot only rely on what he or she has learned in school. The ability of lifelong study becomes a basic quality one must possess. However, lifelong study is not conducted in school or by teachers mostly, and it depends more on one‟s autonomy. At the same time, it is clear that no education can impart learners all human knowledge. Therefore, the task of education must be transformed from teaching knowledge to cultivating learners‟ capacity of learning.

2) Secondly, the cultivation of learner autonomy is the head aim of the curriculum reformation. The traditional study model emphasizes too much acceptation and mastery, leading to the passivity of learners. It cannot promote learners‟ progress; on the contrary, it becomes the obstruction of learners‟ development. While learner autonomy aims at changing the passive state and enhancing learners‟ subjectivity, initiative and independence. At present, with the implementation of curriculum reformation and the wide use of new textbook, learner autonomy is regarded as the new requirement in teaching. In the new textbook, a number of parts ask learners to make inquiry autonomously, to collect and analyze materials, to acquire new knowledge initiatively, and to solve problems independently, etc. All of these request learners‟ high level of autonomy

3) Thirdly, learner autonomy is helpful for the improvement of learning efficiency, which is one of the key elements of quality education. As soon as learners realize that getting knowledge depends on themselves and that they

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

are the managers of learning, the efficiency could be raised.

In addition to the advantages of being autonomous for students is to make them not only well prepared in formal learning process but also a true learning in life.

Autonomous Language Learning

Autonomy is the reflections of students‟ behavior in classrooms, (Altunay and Bayat 2008:9). And for many years now, “autonomy” has been a popular focus for discussion in foreign language teaching. It is viewed that language learning requires the active involvement of learners; attempts to introduce “learner-centered” methods; and goal of helping learners to become independent from their teachers in their learning and use of language. It is also supported from outside language teaching by a general educational concern to help students become more independent in how they think, learn and behave (Littlewood, 1996:427).

Autonomous language learning requires the students to become an active participant in her/his learning, rather than passive receiver, (Riihimaki, 2013: 20). Yet, autonomous language learning and teaching is especially beneficial for the weaker learners as they gain more confidence and experience positive outcomes with a subject that has probably previously caused them anxiety and negative feelings (Dam, Legenhausen 1996 and Lacey 2007). Additionally, as cited in Nosratinia and Zaker (2013:101), autonomy proffers the learners the capability to know “how to learn a language and how to monitor and be aware of their learning, so that

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

they can become more effective and independent language learners, (Nation and Macalister 2010).

Furthermore, Henri Holec's definition of autonomy as „the ability to take charge of one's learning and they points out that in language education the term is used in at least five different ways (Benson and Voller, 1997:1-2) as follows:

1) For situations in which learners study entirely on their own.
2) For a set of skills which can be learned and applied in self-directed learning.
3) For an inborn capacity which is suppressed by institutional education.
4) For the exercise of learners‟ responsibility for their own learning.
5) For the right of learners to determine the direction of their own learning.

Many items as cited in Altunay and Bayat, (2008:9) related to autonomy are included in such a form. Here are some examples, that the student;

1) Studies autonomously.
2) Likes challenging learning tasks.
3) Participates in non-obligatory learning tasks.
4) Tries to improve his/her learning skills no matter how better he/she is than the others.
5) He/she does not ask for direct answers for questions. He/she asks for help to support his/her autonomy (Stipek, 2002).

Within the context of education, there seem to be seven main

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

attributes characterizing autonomous language learners, (Omaggio, 1978):

1) Autonomous learners have insights into their learning styles and strategies;
2) Take an active approach to the learning task at hand;
3) Are willing to take risks, i.e., to communicate in the target language at all costs;
4) Are good guessers;
5) Attend to form as well as to content, that is, place importance on accuracy as well as appropriation;
6) Develop their target language into separate reference system and are willing to revise and reject hypothesis and rules that do not apply; and
7) Have a tolerant and outgoing approach to the target language. (cited in Thanasoulas, 2000:2).

In conclusion, autonomous language learning is the learners‟ power of being responsible and accountable to take control, to take in charge, to make right decisions, to get involved, to have good judge and to act correctly towards their own language learning.

Characteristics of Autonomous Learning

Student character is very much needed in autonomous learning, and understanding the characteristics of autonomous students in their knowledge is essential. According to Koçak (2003), Autonomous learning can be

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

characterized in four points as follows; First of all, they can identify what happens in class, in other words, what they get. For example, an autonomous student studying English might consider the relationship between a new grammar rule and the previously learned rules. Secondly, autonomous learning can set their own learning goals. Most autonomous language learners seek to improve their language skills outside the classroom, and they read newspapers or watch TV shows in the target language as part of their learning goals. The third characteristics is that autonomous learning is able to select and implement appropriate learning strategies. For example, autonomous learners will read the text to see what is available in the text example: images, diagrams, headings, subtitles, etc., rather than trying to read and understand it immediately. The fourth characteristics, Koçak (2003) mentions, are that autonomous learners can monitor the effectiveness of their strategies e necessary changes for them. For example, a self-directed learner who performs poorly on an English test can first identify structures and points that they do not understand and find more effective ways to learn. With these four primary characteristics, autonomous learners must actively participate in the learning process and take control of their learning.

Then there are other opinions according to Cirocki et al (2019) to conceptualize autonomous learning with the following set of characteristics of autonomous learning: there is an intrinsically motivated approach to learning the target language, which they perceive as a form of

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

communication, make convincing decisions and take responsibility for their learning, set realistic personal goals for themselves and regulate their behavior. Consider previously established objectives, negotiating courses to determine course content, materials, and assessments, assess individual strengths and weaknesses and choosier learning tasks based on pre-set goals, recognize what has been discussed in class, know when, how, and why they learn new information, and what resources are available to help with foreign language learning, ability and willingness to adapt to a new learning environment, select and implement appropriate strategies to make the most of their background between their own wishes and the needs of other class members, manage their foreign language learning experience, systematically monitor their progress and critically evaluate results, participate fully in collaborative practice and seek advice from peers and language teachers as needed reflect on their learning experiences so they can decide what to do next.

From the characteristics of autonomous learners mentioned above, the researcher concludes that an individual who has a level of autonomous learning has the features of being able to identify what is happening in the classroom, can set their own learning goals, be able to choose and apply appropriate learning strategies, be able to assess strengths and individual weaknesses and learning tasks are more selective, able to make confident decisions and take responsibility for their learning, and able to reflect on their learning experiences so that they can decide what to do next.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Characteristic of Autonomous Students

Autonomous students are the ones who take active roles in the learning process, by finding more learning opportunities for themselves after the end of class instruction, rather than being the complete pursuer of the teacher.

According to Dickinson (1993) autonomous learners can be characterized in four points :

1. The ability of the students to identify what is going on.

They can identify what is going on, in other words what is been taught, in their classes. An autonomous student learning English, for example, might think about the relationship between the new grammar rule and the rules she or he has learned previously, and try to practice and develop it.

2. The students are capable of formulating their own learning objectives.

Dickinson (1993) adds that autonomous students are capable of formulating their own learning objectives, in parallel with or even in addition to their teachers. by formulating the learning objectives the students will more focus and purposeful on the aims. Most autonomous language students make great efforts to improve their language skills outside the classroom.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

3. The students are able to select and implement appropriate learning strategies.

According to Hall (2001), Learning strategies are goaldirected actions that are used by learners to mediate their own learning (p. 92).

4. The students can monitor the effectiveness of their use of strategies.

As Dickinson (1993) mentions that autonomous students can monitor the effectiveness of their use of strategies and make necessary changes for them. For example, an autonomous learner, who has not done well on the English test, may first try to find out which structures and points he or she has not understood and then try to find more effective study ways. (as citied in Kocak, 2003, p.28-29).

With these four basic characteristics, it is inevitable for autonomous learners to engage actively in the learning process and to take control of their own learning. The Autonomous Language Modules (ALMS) which was created by Nordlund (2001) are as the followings:

1. Plans and Contracts

Planning to do activities regarding the learning process determines the students in achieving the goal. As autonomous learners, the students will plan and contract their needs and go on to make firm plans. They write contracts and they may sign up for various support groups. They form their own groups and partnerships, and describe individual projects they plan to do. They set their own objectives and plan for their fulfillment. For example, they plan to do reading activity and finishing it

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

at the certain time.

2. Counseling

Counseling is provided as a support to the students and a check on their progress. Autonomous learners need not only a teacher but also knowledgeable people of English skill ability as counselors. The students in this case consult about their English. The problems will always occur in the learning process, more ever when they learn autonomously without the presence of the teacher.

Counseling is a crucial part of this support network because the peak of problem solving in learning content subject is aimed to the teacher who masters and understands the problem. Besides, counselor will direct and advise the appropriate ways in developing their autonomous learning.

Three functions of counseling were put forward by Gremmo (1994),

- Counselors provide conceptual information to help learners to develop their representations and metalinguistic and metacognitive notions.
- They give methodological information about materials and work techniques and planning.
- They provide psychological support and help learners to come to terms with successes and.

The role of the counselor clearly differs in some respects from

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that of the teacher. According to Riley (1997), teaching and counseling involve different things. For example, teaching is to do with setting objectives, determining course content, selecting materials, deciding on the learning tasks, initiating and managing classroom interaction, answering questions, marking and grading, testing and motivating. (As citied in Nordlund, 2001, p. 215).

3. Record Keeping and Evaluation

The basis of the students' record keeping is usually the recorder, agenda book, diary, even journal, which has to be kept up-to-date with everything they do towards their objectives.

As Johnston & Merrill (2004) point out, using learning logs or reflective diaries are the ways to evaluate and record students' progress. It combines the learning of previous and ongoing experiences with reflective reports on the learning content and the learning process itself (including time taken, sources used, etc.) (p. 39). Learning logs are an increasingly popular method of encouraging students to reflect on their learning. They are often used in work-based learning contexts when students are encouraged to keep a record of what they are doing in their practice or work place, analyze it critically and relate it back to the theory and literature studied in class.

Fostering Autonomy from Teacher`s and Students` Role

Holden and Usuki (1999) who questioned Japanese students" perceptions of learner autonomy concluded that it was not the learners who

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

were innately passive, but it was the teachers that created an environment which discouraged learner autonomy. Moreover, it also concluded that the vast majority of students view their instructor as playing a major role in the development of their language skills. However, it stresses that learner autonomy, is not something that teachers do to learners, or another teaching method that can be taught (Little ,1990; Benson, 2001). Also, Dickinson (1987) states that, “the learner is totally responsible for all of the decision concerned with his learning and the implementation of those decisions”.

In a full learner autonomy there is no involvement of a teacher or an institution. And learners are also independent of specially prepared materials. For instance, the early research on language learning strategies carried out by such researchers as Rubin (1975) indicated that good learners have an active involvement with language learning, that they have clear ideas about the best ways for them to go about language learning, and that they set up their own learning objectives. However, this research has no strong reason to support that autonomous learning requires teachers or institutions, does not mean that it must proceed independent of them.

Even there is a contradiction between the role of the teacher and the learner in promoting learner autonomy, McCarthy (2000) and Scharer (2000) argue that, in developing learner autonomy, “the teacher-student relationship is crucial”. The trust and cooperation between the teacher and the students makes the students feel comfortable and secure in the classroom. Only then can the students have the confidence to adventure in

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

language learning. Benson and Vollers (1997) study also found that teachers have a significant role to play in launching learners into self-access and in helping them to stay afloat. In this investigation, it was found that there is a great change for both teachers and learners. Teachers are no longer in their dominant position as speakers in class while learners are not passive receivers any more. However, it does not necessarily mean teachers are less important. On the contrary, the teachers‟ job is more demanding and challenging in helping students grow up as creative and independent learners. Teachers must focus their attention on how to learn instead of how to teach. They must play different role in class as guides, facilitators and counselors. Therefore, adjusting the teacher‟s and student‟s roles, and establishing proper relationship are the keys to the success in promoting autonomous learning (Benson & Vollers, 1997).

In autonomous learning, the exact nature of teachers‟ role like learners‟, varies according to contexts and personalities involved. Generally, a teacher in such learning is a facilitator, an organizer, a resource person providing learners with feedback and encouragement, and a creator of learning atmosphere and space. In other words, a teacher works as a guide, a co-operative and an initiator rather than an authority.

For Camilleri (1999), the most important role includes awareness of self. Furthermore, the teacher of‟ autonomous leaner(s) has these characteristics: is aware of her own personal influence on the learning process; understands pedagogy; is skilled in management (p.36). Camilleri

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(1999) states the following three roles of such teacher: i) The teacher as a manager- The teacher as a manager is able to map out the most likely paths available to the students and also the consequences of following any particular path. He/ she is the manager of activities not the source of facts. ii) The teacher as a resource person- As a resource person, the teacher optimizes learning conditions by helping learners be aware of a whole range of alternatives and strategies and by for example, helping them develop an awareness of learning styles (p.37). iii) The teacher as a counselor-The teacher as a counselor is able to accompany individual learning process and to respond meaningfully to learning problems often in advance of a student perceiving a need (p.38). He has to diagnose symptoms of learning distress.

Little et al. (2007) suggest three things in the regard of teacher's role in autonomous learning. The teachers who want to promote the development of learner autonomy must do three things: first, they must involve their learners in their own learning, giving them ownership of learning objectives and the learning process. Secondly, they must get their learners to reflect about learning and about the target language. Thirdly, teachers must engage their learners in appropriate target language use, which includes the language of reflection and assessment. These three things that language teachers must do can be summarized as the pedagogical principles of „learner development", „learner reflection" and „appropriate target language use" (ibid.). These all imply that, to develop the responsibility on the part of the learners, teachers have vital roles in the learning process of students.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The closely related concept to the LA is Teacher Autonomy (TA). In many types of learning situation (e.g. classroom learning), the ELT practitioners also raise the issues of TA since many of the teachers yet have been being driven through the traditional principles of teaching. It is the situation whereby a teacher acts as an authority as most of teaching/learning is (e.g. what and how of learning) are controlled by teachers in such cases. LA and TA, in this regard can be taken as mutually exclusive phenomena. This does not mean that teachers should not be autonomous but this should not be misunderstood that freedom of teachers is different from creating their dictatorship.

It is the learner, who is most responsible for autonomous learning. It necessitates a new role for the learner, a role in which he/she is described as: „good learner", „responsible learner" and „aware learner". According to Holec (1979), „a good learner" makes decision regarding: choice of objectives; choice of content and materials; methods and techniques to be used; and how to assess progress and outcomes. „The responsible learner" is the one, who accepts that his/her own efforts are crucial for effective learning and co-operates with the teachers monitoring own progress through the use of opportunities available. Likewise, „the aware learner" is the one, who sees the relationship to what is to be learnt, how to learn and the resources available in order to take charge or control of learning. Under such learning, it is the learner who becomes most active. He/she has to do a lot on own with the suggestions and facilitation of teachers. They are freer

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

in the selection of every aspects of learning at the same time they have more responsibilities to be accomplished.

5. Technology in English Language Teaching and Learning

Technology has greatly influenced the education sector. Technology is one of the most significant drivers of both social and linguistic change. Graddol: (1997:16) states that" technology lies at the heart of the globalization process; affecting education work and culture. The current teaching and learning process has been highly embedded with technology so knowledge about how to integrate technology in teaching and learning becomes essential for both teachers and learners, including those of the English language. Teachers are now required to understand the concept of Technological Pedagogical Content Knowledge (TPCK) which was introduced by Mishra and Koehler (2006). In English language teaching, such concept means that in addition to the knowledge and skill related to the English language (content knowledge), and the theories and practices of teaching English (pedagogical knowledge), teachers need to be well-equipped with the knowledge about using technology relevant to the teaching and learning of English. EFL teachers have incorporated various forms of technology in their teaching and learning contexts in order to help improve students' learning experience and outcomes (Inayati, 2015a).

Personal computers and the Internet have exerted significant influence on language education that created a new area of research and practice called Computer Assisted Language Learning (CALL), (Inayati &

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Karifianto, 2022). Some of the current forms of technology that have been attracting language teachers and researchers are, for example, social media, mobile technology, and online informal forms of autonomous language learning, (Inayati & Karifianto, 2022).

Currently been widely reported in the literature is the research on the use of mobile technology in language learning. Mobile technology represents cheaper, more portable, and more widely owned digital devices which increases the possibility for language learning in multiple contexts (Demouy et al., 2015). Its capability to provide access to a wide array of digital resources made it possible for language learners to enjoy vast exposure to the language being learned.

In addition to exposure, they also found variety in activities and enjoyability also became an additional appeal to the learners to use mobile phones. Another study by Kukulska-Hulme and Viberg (2017) suggested that mobile language learning allowed the promotion of social constructivism through the game-based, task-based, and seamless learning of language. In addition, they also found that, albeit some potential risks were noted, mobile language learning was proven to greatly benefit collaborative language learning. In terms of autonomy in language learning conducted with mobile gadgets, research on the Duolingo mobile application conducted by Loewen et al. (2019) demonstrated that improvement in language proficiency was noted at the end of the study. It also showed a positive and moderate correlation between the time spent on

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

the application and learning gains.

From the statement above the researcher wants to see the how to use of Computer Assisted Language Learning (CALL), mobile technology desired by the teacher and students in teaching and learning English in the classroom.

ICT in Autonomous Learning

Within the changing landscape of English language teaching in the 21st century, the concept of learner autonomy is believed to be important since it is seen as the goal of all developmental learning, Little (1999). It is due to the fact that the rapid technological development somehow leads to changes in the society, particularly in education. Inevitably, it provides learners with freedom for their learning. Benson (2001) emphasized that an ongoing rapid change in the educational system such as the growth of technology in education, language teaching practice, and the information explosion indicate great changes in the functions of knowledge and also the ways of how knowledge is constructed and exchanged.

ICT in learning process has made the process of learning is limitless and borderless and enhances student learning (Hyland & Kranzow, 2012). By using ICT, the learning process by accessing various information and various websites can happen everywhere and anywhere even without the present of teacher (Stubbe & Theunissen, 2008). Chan (2001) proposed two principles to stimulate autonomous learning through classroom activity. First, classroom activity should promote equity among students by involving

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

all students in various ways and secondly there should be a full range of learning conditions and classroom activities to boost and stimulate students' interest and motivation. Information and Communication Technology (ICT) now has become a basic need in modern society. People must at least master basic skills to use technology; students and teachers are not the exceptions. According to UNESCO (n.d.), ICT is a "diverse set of technological tools and resources used to transmit, store, create, share or exchange information". It includes computers, internet, telephone, live and recorded broadcasting technologies. In addition, according to Blurton (1999, as cited in Oussou, 2020), ICT is defined as a "diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information". Nowadays, students can easily search for school materials on the internet. Moreover, students can learn something new every day, and they do not need to wait for teachers to explain first.

Information and Communication Technology (ICT) refers to some products of communication technology, like hardware (i.e. computers, mobile phones, projector, radio, TV), the software application (i.e. multimedia sources, communication application), and the information system (i.e. the Internet, Intranet, cloud computing), (Hennessy, Ruthven, & Brindley, 2005; Raval, 2014; Tinio, 2003). Students take control of their learning process and have more access to further information that cannot be controlled by their teachers when using technology (Gilakjani & Sabouri, 2013). In addition, students who are concerned about learning a second

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

language through ICT as a tool can be reinforced with the skill developments of listening, understanding, reading, and writing in English (Gómez, Alcántar, Torres, Montes, & Padilla, 2018). Another thing is that their assignments mostly require ICT to be done. Meanwhile, for teachers, ICT should be used maximally to make the atmosphere of the learning and teaching process more up-to-date and relatable to students, already Generation Z and below, who are growing up and with technology (Linnes & Metcalf, 2017).

ICT is a need for education nowadays. ICT can be helpful for education because it can guide students to access digital information, promote a creative learning environment and student-centered learning, offer opportunities to develop critical thinking, improve and facilitate learning and teaching atmosphere (Chouthaiwale & Alkamel, 2018). Many people believe that ICT can promote independent learning/autonomous learning for students (Budianto, 2014; Melvina, Lengkanawati, & Wirza, 2021). Autonomous learning is a term that people usually know as autonomous learning or self-directed learning. Autonomous learning has been a concern in the education world, including EFL. This term was first introduced by Holec (1981, as cited in Oussou, 2020a, p. 157). He defined autonomous learning as “the ability to take charge of one’s learning”. It implies that students can be called autonomous learners or have autonomous learning when they have been able to take full responsibility for their learning style at their own pace that they can enjoy.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

As it is known, autonomous learning is essential to be applied in education because it can improve students' learning quality (Tomasouw & Marantika, 2020). One of the alternatives is by using ICT as the medium. The use of ICT in learning is also emphasized inside emphasized in the Independent Curriculum *(Kurikulum Merdeka)* in third part (Ways to Achieve Learning Goals) in Article 7 in learning strategies which reads: using information and communication technology devices, (Regulation of the Minister of Education and Culture Number 16 Year 2022).

ICT can improve students' motivation, self-engagement, and commitment, promote autonomous learning, improve collaboration and communication between students students and students-teachers, and finally, it makes students' achievements improved (Ariza & Sánchez, 2013). ICT promotes effective use for students' learning, students' individualized instructions, and students' ability to find information by themselves (Falck, Mang, & Woessmann, 2018). In line with that, ICT lets students have freedom and flexibility in learning according to their own pace and ease, (Ghasemi & Hashemi, 2011). Furthermore, using ICT can lead students to develop self-understanding and creativity because it provides enjoyable and exciting ways to learn language by themselves, (Ahmadi, 2018).

Based on the explanation about ICT in autonomous learning the researcher take the definition is Information and Communication Technology (ICT) refers to some products of communication technology, like hardware (i.e. computers, mobile phones, projector, radio, TV), the

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

software application (i.e. multimedia sources, communication application), and the information system (i.e. the Internet, Intranet, cloud computing), (Hennessy, Ruthven, & Brindley, 2005; Raval, 2014; Tinio, 2003).

6. Implementation of Autonomous Learning using ICT in Learning English

When a syllabus is designed to promote learner autonomy, the focus of the syllabus is clearly on a student-centered approach (Gardner & Miller, 1999); the teacher is still very much involved in assisting learners with their learning (Schwienhorst, 2003); the development of learner autonomy can have strong collaborative elements (Little, 1995); learners can choose to be more or less independent at different points in their learning process (Dickinson, 1987); and learners can be encouraged to reflect on their learning and ways to improve it (Little, 1997).

Meanwhile new technology promotes new learning skills and English language teaching methodology. Hence novel methods are replacing the grammar-translation method, the direct method, the audio-lingual method, the silent way, desuggestopedia, communicative language learning, total physical response and communicative language teaching methods which were practised by teachers in the 19th and 20th century (Dinçay, 2010). As time passes, the trends of teaching change; instructional tools and teaching approaches once given importance have now become outdated (Prasad, 2013).

Mastering a language requires learning skills. As for English, it is always been referred as the four skills which are reading, writing, speaking

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and listening. However in this 21st century, learning skills go beyond the four skills as they focus on learning and innovation skills such as critical thinking, creative thinking, communicating and collaborating (Trilling & Fadel, 2009). In order to amplify students' ability to think, create, communicate and collaborate, information has to be accessed efficiently and effectively. According to Trilling and Fadel (2009), 21st century learners are the 'digital natives' as they are exposed to the high-technology gadgets such as smartphones, tablets, iPads and so on from an early age. Useful ICTs in the organization of students' autonomous learning activitiesare multimedia, interactive, hypertext, cloud computing, telecommunication, Internet technologies, SMART technologies, web technologies, as wellas technologies of virtual information space and automated library-and-information systems,(Tsys 2018)

Portal Educa (2021) explains that at least 80% of educators incremented the use of technological tools during virtual lessons and have continued using them back in face-to-face lessons. Not less important is to mention the Information and Communication Technologies that according to UNESCO (2022) must be included in the government's plans for betterment that aim for the digitalization of educational programs. On the other hand, the investigation by Zuñiga (2022) analyzes autonomous learning and agrees with Keller (2016) since points the learner as a self-administrator of his/her learning process, that does not mean that students face the educational experiences completely alone because the guidance of

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the teacher is taken into consideration in all the theories and defended by many investigators as a fundamental part of the learning experience.

Autonomous learning has been studied also in virtual learning environments. Lee investigated the effectiveness of task-based instruction mediated by digital tools, using data collected from two online language courses. Pedagogical choices were made to promote active, independent, and interactive learning. (Lee 2016, 81-82.) Most students agreed that task-based instruction helped them in effective language learning as well as in learning about the target culture. According Laasala (2021) a user friendly and easy-to-use Course wiki, created by the teacher, was seen as a very useful tool, because it helped students to learn on their own. Weekly calendars were regarded as useful because they helped students to make plans. For some students, however, making plans was difficult due to their lack of selfdetermination and self-regulation. According to Lee (2016) self-regulation is very important in online courses and it might be useful to teach self-management and self-monitoring strategies for students of online courses to increase learner autonomy. Course materials were seen as motivating and they encouraged students to learn on their own initiative. Feedback from the teacher was appreciated and it enabled students to make corrections and monitor their own learning process. However, some students had difficulties during the course, especially with time management. They were not prepared for autonomous learning. This proves that to become autonomous, students' self-management skills should be developed. In

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

addition, real-time interaction was seen as very important, since it enabled students to ask questions as if they were in a face-to-face classroom. Tasks where students were able to use their own experiences and share them with others were seen as very motivating. (Lee 2016, 87-90.)

Afterward the research evidence by Alagic et al (2004) suggests that a global learning environment with associated information-communication technology (ICT) tools provide catalytic conditions for development of autonomous learning elements. Discussion board exchanges among preservice elementary teachers in Australia and the United States provided evidence that a global learning environment is a useful context for facilitating students' exchange and synthesis of information and ultimately their construction of new knowledge. Exchanges among the members of student teams showed progression through stages of online communication (Salmon, 2000) and various levels of students' ability to be responsible for their own learning. Students constructed ideas related to teaching science to children and managing learning within their future classrooms.

White and Mills (2014) and Woodcock, Middleton, and Nortcliffe (2012) have investigated students’ use of smartphones for their individual learning, the studies prove that smartphone offers students with individual learning activity which is strongly related to autonomous learning. Chu (2011) that based on the research data, smartphone applications are not only commercially successful but also pedagogically beneficial. Zilber (2013) strengthens the notion of smartphone functionality for learning by stating

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

that smartphone is often an individual's sole communication and computing platform which make it has the attributes that make them well suited to the delivery of certain kinds of English language learning and practice. Numerous advantages offered by smartphones to support autonomous learning are indicated by Kim and Kwon (2012), who explain that mobile learning provides students with some advantages to facilitate productivity and effectiveness by giving them the opportunity to be more flexible, accessible, and to personalize their learning activities. Godwin-Jones (2011) points out that for students, mobile devices integrate real life interests and academic roles.

Teachers sometimes have difficulty using technology in their teaching practice, however teachers have willingness to bring technology in their classes to improve language teaching and learning, (Melvina et al 2020). They realize that technology, if used effectively, can help teachers to explore their creativity and make the activities in the classroom authentic (Fitriah, 2018).

Based on the results of a study conducted by Saptopramono et al (2018), tudents believe that the ICT is very useful to support their learning activities, especially in developing their motivation, fostering autonomous learning process, providing variety of learning, improving their self confidence and getting authentic learning materials and this media are rich with the types of learning strategy and tools for learning process and he materials that are mostly used are English movies and TV program as well

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

as online stuffs such as ebook, online dictionary and online magazines or newspaper.

According Pondalos et al (2022), there are several ways to emphasize the effectiveness of implementing autonomous learning using ICT in the classroom:

1. always let students explore more about the materials that they interested in,
2. providing them some applications, websites, or any additional tools will help students to find the materials easily,
3. the teacher needs to become a facilitator for students that will guide them while understanding the materials,
4. Teachers need to facilitate, guide, and monitor students to achieve the best result of autonomous learning, it does not mean to let them be.

Implementation of autonomous learning using ICT based on Agustina (2017): With the availability of the internet access at school:

a. Assigned the students to search English texts in the internet with their laptops.
b. Introduced the text types in the beginning of the lesson and then let students find the examples of the texts.
c. Students worked in groups in doing this and they had to present the texts in front of the class.
d. Explain the structure and the content of the texts to their friends and they should answer their friends' questions.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

e. The texts presented by each group were then sent to the teacher's email and the teacher would use those texts as the materials for the English reading tests.

Another activity used by English teacher was assigning students to compose a narrative text in classroom and then send the texts to her email (Agustina, 2017).

The use of Information Communication and Technology (ICT) in learning English is very beneficial for teachers and students because the use of ICT in learning English can increase the motivation and learning outcomes of students. Also, the use of ICT becomes an attractive learning tool or media for teachers and students. Suherdi (2012) stated that ICT plays a very important role in improving the quality of a teacher and English learner in this millennium because the use of ICT can help teachers in teaching, thereby facilitating the process of transferring knowledge from teacher to student. In addition, the use of ICT in learning can encourage learner autonomy because the use of this technology can stimulate, motivate, and motivate learners to autonomous learning. Autonomous Learning does not mean without monitoring and evaluation from teachers but teachers can be good facilitators for students.

Additionally, the digital video project (Hafner & Miller, 2011); 3D virtual learning (Yeh & Lan, 2018) Kahoot apps (Yürük, 2019); learning English from YouTubers (Wang & Chen, 2020); a flipped EFL instructional model (Tsai, 2019) give the idea to make students

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

autonomous learning.

From the some view-points above, in this study the researcher will find and focus on the impelementation of autonomous learning through the use of ICT in learning English at SMK Perpajakan Riau.

7. Factors Influencing Implementation Autonomous Learning Using ICT in Learning English

Factors Influencing Autonomous Learning

Several factors can affect the type of strategy students use in autonomous learning. **Cultural Constraints** influence learner autonomy. As Littlewood (1999) has stated - personality, preferred learning styles and cultural attitudes set limits to the development of personal learning autonomy. We don't have to deny the cultural influence, however, we still need to explore the context and real performance of this influence and find the dynamic face of our students. Thus, motivation also has a big influence on learner autonomy. Spratt (2002) has pointed out that enhancing **Intrinsic Motivation** of learners' is important in making them willing to take responsibility for their own learning. Autonomy has been shown to lead to greater autonomous motivation in students (Gronick& Ryan, 1989, Williams & Deci, 1996).

Thus, the teacher should aim at showing her students why learning English is important by relating the benefits and uses of the language to their own lives and contexts beyond the language classroom. Furthermore, learner training also has a big influence on getting students to become

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

autonomous learners. Some studies (such as Cotterall & Crabbe, 1999 and Dickinson, 1987) have shown that learning how to learn is a central component of all autonomous learning schemes and have tended to concentrate on the question of **"Strategy Training".** Therefore, training learners to behave strategically is intended to enhance the efficiency of the learning process. **Environment** is another vital factor to influence learner autonomy (Scharle & Szabo, 2000). Learners are apt to be influenced by their social environment. Individual students and/or the community they come from may have a strong aversion to individualism and a preference for collectivism, so they may be resistant to make personal changes as individuals.

Many researchers also believe that the **Teacher** plays a very important role in facilitating autonomous learning (Scharle & Szabo, 2000). The success of attempts to empower learners to become actively involved in their learning depends to a large extent on the teacher‟s ability to redefine roles (Hill 1994: 214). Developing learner autonomy involves a lot more than the role of the teacher than most teachers realize. As students begin to control their own learning, the teacher needs to take on the role of a facilitator, guide or counsellor to them.

According to Higgs (1988) four factors influence autonomous learning: the role of the students themselves, the teacher, the task, and the environment

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

The Role of Leaner

Several factors can influence students to become autonomous learning, namely factors from the students themselves. According to Rijal & Bachtiar (2015) student factors, physical and psychological: physical aspects; students' health, have a significant impact on students' ability to absorb information during the learning process; psychological aspects Including Students' intelligence, that is, the level of intelligence determines the degree of students' learning success to a large extent; students' positive attitudes that respond quickly to objects, people, commodities, etc. are a good start for students' learning process; student talent, i.e., the ability of an individual to perform a particular task without being overly dependent on educational and training efforts; student interest, the inclination and great enthusiasm or desire for something; student motivation, namely the internal state of the organism that encourages to do something, The motivation that has the most significant influence on students is intrinsic motivation.

The Role of the Teachers .

According Wright (1987: 45) summarizes teacher-student roles as a complex set of interacting factors, both interpersonal (social role, status and power, attitudes, beliefs, personality, motivation) and task-related. Shu (2006) argued that teacher's role can be described as "source of expertise, managing roles, source of advice, and facilitator of learning sharing roles, classroom atmosphere creator, evaluator, and example of behavior". Gardner and Miller (2002) also argued that in autonomous learning

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

"teachers need to relinquish some of their control over learners" and "teachers need to learn new skills to take on their new roles". All the teachers came to understood that students are individuals who need to be treated with dignity and respect and teachers must understand and respond to students' differences in helping everyone grow in autonomous English learning skills and habits. For example, teachers must provide them with learning strategies; memory strategies by using flashcards to memorize words, cognitive systems by having fun by reading, emotional processes by rewarding yourself when you do well, etc.

Teachers must trust their students, respect them, provide appropriate education, and make the classroom space for discussion and friendly collaboration Yan (2012). Students play a central role under the guidance of autonomous learning theory, and they actively study and learn under the direction of their teachers. Only when students enrich themselves, encourage themselves, and gradually realize themselves and progressively adapt to the teaching evaluation can they achieve the high efficiency of autonomous learning. In the process of autonomous learning, the relationship between teachers and students is equal.

The Task.

Encourage students to take responsibility for what they do by assigning them homework. Attractive and challenging tasks will significantly affect autonomous learners. Therefore, we encourage students to be interdependent and work collaboratively. Collaborative learning is an

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

educational approach to teaching and learning in which groups of students work together to solve problems, complete tasks, or develop products.

The Role of the Environment.

The environment can affect students' autonomous and practical learning. The environmental conditions around students, namely: The social environment, that is, the school's teachers, staff and classmates, parents (family) and the community, etc., all affect students' enthusiasm for learning; the non-social environment is the school building and Its location, the student's house and location, study materials, weather conditions, and the study time the student uses, (Rijal & Bachtiar 2015). They are greatly influenced the autonomous learners, as Little (1991) mentions that autonomous learner is interdependence because they require interaction. They will interact with social supports which can care and motivate learners (Aoki, 1999). This interaction shows also that the autonomous learners do not learn alone. (Boud, 1988).

According to the expert explanation above, the researcher concludes that the factors that influence autonomous leaners is factors from the students themselves, the role of teacher, the task, and the role of the environment.

Autonomous learning is not a learning process without the teacher in the classroom activities. It is teachers‟ task to guide the learners to be autonomous. Without teachers‟ counsel and supervision, however, the whole process will result in low efficiency or even fall into disorder Yan

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

(2012). Neupane (2010) said, supports the idea that the scenario that learners without teacher leads us to nowhere, for teaching process and learning process go side by side. Learners have more in making learning strategies, but the teachers also does not deprive their responsibility in taking a control of their class activities, (Zhuang 2010). That is the task of teachers to foster the learners to become autonomous learners.

Generally, a teacher in autonomous learning holds a role as a facilitator, an organizer, a resource person providing learners with feedback and encouragement, and a creator of learning atmosphere and space Joshi (2011). In line with Breen and Candline in Yan (2012), they classify the roles of teachers to foster learning autonomy into following categorized; Manager and Organizer, the teacher should take responsibilities of organizing various kinds of activities which are appropriate, effective and relevant to the classroom teaching and which will best meet the learners‟ need and expectations. As a manager and an organizer, teacher is the foremost role in learning process to motivate the learners in learning process by giving good organization and on learners‟ knowing exactly what they are expected to do. Next is Facilitator, in order to make the progress of autonomous learners, it is necessary for the teacher to serve as a facilitator.

According to Voller in Yan (2012), a facilitator provides psycho-social support and technical support. Psycho-social support refers to the capacity of motivating learners, as well as the ability of raising learners‟ awareness. Technical support refers to help learners to plan and carry out

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

their learning, helping learners to evaluate themselves, and helping learners enrich the skills and knowledge. Teachers need to do all the efforts to help make the learning easier and to motivate learners to get their best potentials. When the learners get difficulties in learning process, teacher should ready to provide information by giving them supplementary resources. To focus on learners‟ success and progress so that a success-oriented learning atmosphere could be created. At the same time the learners will be more confident in autonomous learning. Thus Counselor, teacher as counselor is to give advice and help learners to achieve efficient learning. This role can help learners to monitor themselves, fulfill learners‟ aims and needs, giving feedback and support learners towards the target of autonomous learning. It helps learners to get which resources they should take and which material they should learn.

Learners in autonomous learning is the most responsible for what they learn, how they learn, and when they learn. By autonomous learning, the learners will develop an awareness of the learning process and the necessary strategies on how to approach the language learning process Zohrabi (2011). It makes learners become active participant to do a lot on own with the suggestions and facilitation of teacher. Learners are freer in choosing aspects of learning but at the same time they have more responsibilities to be accomplished.

According to Joshi (2011), learners' roles in autonomous learning is necessary which is described as; a good learner that can make decision

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

regarding choice of objectives, choice of content and materials, methods and technique to be used, and how to assess progress and outcomes, become responsible learners who accept their effort for effective learning and co-operates with the teachers monitoring, the aware learners which can see the relationship to what is to be learnt, how to learn, and the resources available to take control of learning.

From the some several factors influencing autonomous learning mentioned above, the researcher concludes there are: the role of learner, the role of the teachers, the task and the role of the environtment.

Furthermore, Rajan (2018) described the factors which affects the usage of ICT in teaching and learning :

1. Lack of teaching Content
2. Self Enthusiasm
3. Fast Changing
4. Required extra time
5. Incentive to integrate ICT tools in teaching
6. Poor Network Connectivity
7. Periodical Evaluation
8. Reliability
9. Training on ICT Tools
10. Failure of Colleagues to integrate ICT tools in their teaching
11. Insufficient Technical Stuff

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

12. Unavailability of Hardware and Software in-place and in-time
13. Certain software is difficult to learn and use.
14. Lack of Initiation from Superiors
15. Outdated Hardware
16. Students are lack of ICT skills
17. Outdated Software
18. Lesser vision of administration on integration of ICT
19. Negative comments about using ICT tools.
20. Negative feedback of Students on ICT supported teaching
21. Difficult over existing chalk and talk.

From the factors above, they were categorized to be 5 factors in the order of significance, there are: Poor network connectivity**,** Self Enthusiasm**,** Required extratime, Incentive to integrate ICT tools in teaching, and Certain software is difficult to learn and use.

Poor Network Connectivity

Even in this digital era, the data network reaches only major cities and towns in India. Even though 3G, 4G networks are very popular across mobile users in India, its impact is not up to the mark in the education Sector. Many teachers still find problem in getting the latest content and trendy techniques in their teaching. This problem can be overcome within short span of time due to the recent policies and programmes of Indian government like Digital India.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Self Enthusiasm

Incorporating ICT in teaching mainly depends on the enthusiasm of individual teacher. They feel comfortable and satisfaction in traditional methods of teaching likes Chalk & Talk. The experienced teachers put forth many reasons for this mind set like aging, lack of interest, control over learners, laziness etc., They actually need strong motivation and counseling towards the use of ICT in teaching in order to use their experience and knowledge to the student community.

Required Extratime

Many teachers (irrespective of age) are hesitating to go with digital pedagogy using ICT. They are much comfortable with hardcopy of books available with them and in their library for preparation instead of searching and incorporating contents from internet. Especially even in higher education sector, they follow only the textbooks given in the syllabi of affiliating Universities to cover all the units of the course. This is the reason why many local authors publishing books pertaining to a particular University. Frankly speaking they are not at all authoring the books; it is a compilation of available related contents from the internet. They are doing their business using the laziness of such teachers and students as investment. This unhealthy practice is found across India invariably.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Incentive to Integrate ICT Tools in Teaching

The enthusiastic teachers expect appreciation for their innovative efforts using ICT, in terms of feedback from peer, students and high level administration. This tendency is strongly found more or less in all the teachers and their motivation may be appreciated by the way of incentives, awards, accolades etc.,

Certain Software is Difficult to Learn and Use

The majority of teachers need training in ICT tools periodically. The new versions of tools are not familiarized among teachers due to its complicated and difficult design methods. The teachers face a lot of problems in learning ICT software, in finding place and time for training. Even though they are stuff enough in teaching, they are little hesitating in learning the new tools. This may be eradicated by user friendly ICT software and proper periodical training schedule.

From the both view-points above, in this study the researcher will find and focus on the factors influencing implementation of autonomous learning using ICT in Learning English.

B. Related Studies

Reviewing related studies is an important aspect to the researcher in conducting the current study. The first advantage is that it can help the researcher to widen the study in different location, site, or subject. Beside it can

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

help to the researcher to find the literatures relates to the study. Previously, research on autonomous learning had been carried out at several levels, such as: International Level, Regional, National and Local.

- In International Level from Ariza and Sánchez (2013), Oussou (2020), Yumuk (2002) and Jita & Sintema (2022).
- Regional Level from Loi (2016), Mollaei & Riasati (2013), Saeed (2021) and Ramamuruthy & Rao (2015)
- National Level from Noviadayanti (2021), Purnawarman (2018), Kemala (2016) and Rinekso & Kurniawan (2020)
- Local Level from Ahmad (2021), Taufiq (2010)

In International Level the first study from Ariza and Sánchez (2013) entitled "*Investigated the Effectiveness of ICT and Activities Incorporation Towards Students' Awareness of Learning Autonomy in the Context of Universitaria Colombo Americana (UNICA), Columbia"*. The research was action research, focusing on students' activities such as decision making, independent practice, and the development of metacognitive processes to study English using ICT tools. Ariza and Sánchez (2013) gathered data from students' perceptions of the effectiveness of the activities, reflections, and students' performances in their English class. The result showed that the activities within the context of basic-level language learning, which used ICT tools, positively impact students' performance.

The second study was done by Oussou (2020) from the University of Moulay Ismail, Morocco entitled "*Investigating the Effectiveness of EFL*

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Students' Use of ICT in Developing their Autonomy". The research was conducted with a total of 109 EFL (English as a Foreign Language) undergraduate students who took part in the study. The result shows that the higher the level of ICTs' use of the students, the higher the degree of their autonomy is reported. Oussou (2020b) concluded that students' ICT use level is significantly related to their degree of autonomy.

The third related study was done by Yumuk (2002) entitled *"Letting go of control to the learners: The role of the Internet in promoting a more autonomous view of learning in an academic translation course."* The study aimed to design and evaluate a programme to promote a change in students' attitudes from a traditional, recitation-based view of learning to a more autonomous view of learning. The programme was implemented to encourage students to use the Internet in order to select, analyse, evaluate and apply relevant information to enhance the accuracy of their translations. The search and application of the Internet-based information aimed to encourage students to think and reflect critically on their learning, so that they could question their teacher-dependent learning habits. The evaluation of the programme was carried out with reference to pre- and post-course questionnaires, post-course interviews and information recorded weekly in a diary by the teacher as researcher. The results indicate that the programme had a significant impact on students, in that it promoted a change in the view of learning towards more autonomy. After applying Internet-based information searches to their written translation tasks, the majority of the students accepted that the translation process required more

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

personal responsibility from the learner, and furthermore, they viewed learning more meaningfully.

The fourth related study was done by Jita & Sintema (2022) *entitled "Exploring Classroom Use of ICT Among Pre-service Science Teachers in Selected SADC Countries".* The results of the study revealed a significant difference in PSTs' ICT competences by country. A post hoc test was conducted to determine which groups differed significantly. The results have highlighted the importance of PSTs' access to ICT resources during teaching practice in the three countries. Furthermore, the results have contributed to knowledge about teacher education in the three countries.

In the Regional Level (Asian context) the first study was done by Loi (2016) entitled *"Learner autonomy in Vietnam: Insights from English language teachers' beliefs and practices."* Central to the chapter is the idea that no matter how universal the concept of LA is, the way it is interpreted and practiced is embedded in the sociocultural context and will therefore be better addressed by mediating with teachers' (and learners') beliefs situated in that particular context. Perhaps one of the approaches to making LA feasible is to enhance systematic support for both teachers and learners through professional development workshops and tutorials, and thus create a communal discourse of LA.

The second study findings of Mollaei & Riasati (2013) entitled "*Teachers' perceptions of using technology in teaching EFL."* Report that EFL teachers in Iranian Language Institutes had positive attitudes towards the use of technology in their classes, particularly the computer. Furthermore, they found

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

that utilizing technology promotes students' communicative competence and autonomy. It can be concluded that technology positively promotes learner autonomy.

The third study by Saeed (2021) in *"Learner Autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in an EFL Classroom."* The researcher has found that learners at Dhofar University have a clear understanding of the importance and need to develop learner autonomy and believe that peers, teachers, curriculum design, and learning technologies like social media can help them achieve learner autonomy. Moreover, the researcher has proposed a self-support model for learners to achieve autonomy which he believes can help learners to foster autonomy if carefully practised by the learners.

The last study from Asian context was done by Ramamuruthy & Rao (2015) entitled *"Smartphones promote autonomous learning in ESL classrooms."* The findings revealed that learners were moderately satisfied when they use smart phones for their learning purpose. The process of learning gets easier when the learners get quick access to additional resources while they are learning in the classrooms; for instance, finding definitions of the unknown words, examples and further explanations help them to compare ideas. It can be concluded that smart phones usage boost learners' critical thinking, creative thinking, communication and collaboration skills. Although learners have moved toward autonomous learning, they are still reliant on the teachers to achieve their learning goals.

The National Level (Indonesian context) the first study was done by Noviadayanti (2021) entitled *"Exploring learner autonomy in online classes*

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

among indonesian efl students." It was found that the majority of students showed characteristics of learner autonomy despite having a negative perspective on online school. Furthermore, it was found that students showed various learning activities outside classroom activities. Despite all the difficulties in online learning, the present study showed there were potential that students were fostering learner autonomy. Students still needed teacher's guidance and support in particular part of learning, but these results indicated a promising future for learner autonomy among Indonesian EFL learners.

The second study by Purnawarman (2018) entitled *"The use of smartphone and learning strategies in autonomous learning."* Also found that the use of smartphones in learning English shape the strategies of student learning activities in autonomous learning. In this research found the students admitted that the use of smartphone in learning English has an influence to shape their learning strategies activities in autonomous learning. They perceive the smartphone functions as fast, easy, and fruitful in helping them learning English. Mostly, the difficulties faced by the students during the smartphone use in learning English related to technical factors and their own internal initiative.

The third study by Kemala (2016) entitled *"An analysis of factors influencing the autonomous learners in learning English."* It was found that the autonomous learners were influenced by five factors which are (1) motivation, (2) social environment, (3) task, (4) teacher and (5) material. These finding suggest that the teacher must encourage and promote students to become autonomous learner because students will get more benefit from becoming autonomous learners.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

The fourth study was done by Rinekso & Kurniawan (2020) entitled *"Fostering language learner autonomy through the involvement of ICT: Teachers' Perception."* Regarding to the result of data analysis and discussion, this study confirms that English teachers have positive understanding about the concept of promoting learner autonomy through the involvement of ICT. It derives from their perceptions which cover (1)understanding about learning autonomy, (2) views on the involvement of ICT to promote learner autonomy and (3) actions towards the utilization of ICT for promoting learner autonomy. The majority of the English teachers agreed that learner autonomy is crucial to be promoted for students since it could decrease the spoon-fedlearning situation. Moreover, Smartphone, e-learning, and Kahoot application have several benefits such as flexibility to submit tasks outside the classroom, collaborative learning through discussion, autonomous learning in finding relevant learning resources, and the increasing students' engagement with the lessons.

Furthermore in the Local Level (Riau context) the first study was done by Ahmad (2021) entitled "*Learners` Perception Of Autonomous Language Learning During The Pandemic Of Covid-19,"* this research concluded at As-Shofa Islamic High School Pekanbaru .It was found that the learners had highly positive result towards autonomous language learning regarding their awareness and self-effort. It can be concluded that they make good practice and contribution of autonomous language learning. So, learners need to be autonomous by raising their awareness and self-effort to improve their language learning because passive presence is not enough to be autonomous learner.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

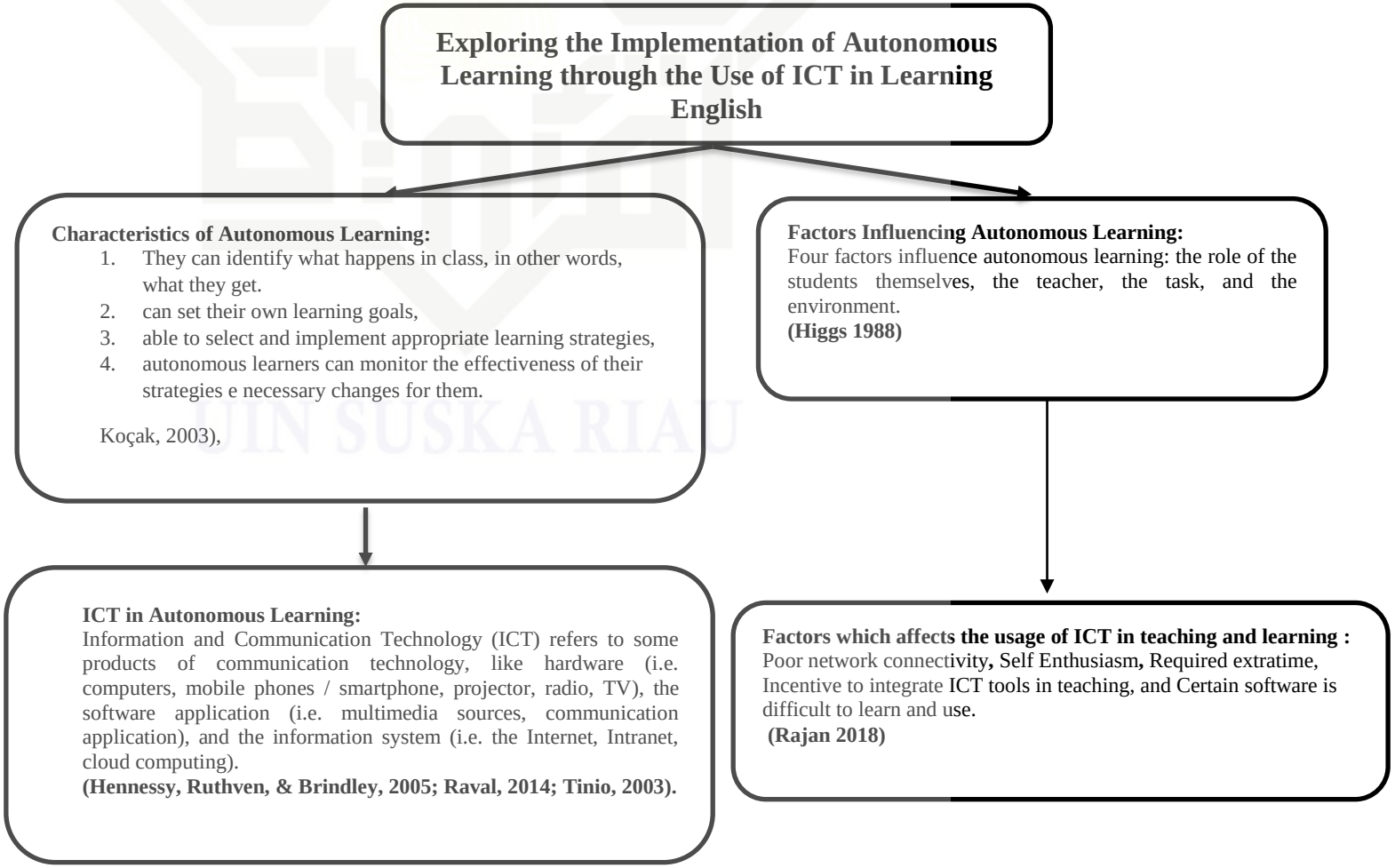
The second study was done by Taufiq (2010) entitled *"Students' autonomous speaking learning at the second year on MAN 2 Model Pekanbaru."* Based on the data analysis, it can be concluded that students' autonomous speaking learning at the second year of MAN 2 Model Pekanbaru is "fair" where the percentage of the result is 56% - 75%. It indicates the speaking activities created by the students characterize as autonomous learning. Besides, some factors highly contribute toward their autonomous speaking learning. Such as the role of teacher in motivating the students to learn speaking autonomously and giving homework to them.

Based on previous study, the researcher would raise the title *"Exploring the Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau."* The thing that distinguishes this study from previous study is the focus of the study, which can be seen from the object of study, the subject of study and the place of study, this study: Exploring the Implementation of Autonomous Learning through the Use of ICT in Learning English at SMK Perpajakan Riau Academic year 2022/2023.

C. Conceptual Framework

Conceptual framework needs to be discussed in order to explain how the research questions will be answered through the instruments. Based on the theories that have been discussed above, the implementation of autonomous learning through the use of ICT in Learning English at SMK Perpajakan Riau can be conceptualized as follows :

Figure 2.8 Conceptual Framework of Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English



State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
ng
u seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
entingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
kepentingan yang wajar UIN Suska Riau.
emperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

From the literature review, can be conceptualized into the following:

For the first, the researcher referred to the definition of autonomous learning. Second, was to know the implementation of autonomous learning through the use of ICT in Learning English (classroom context). This was based on the syllabus that was used as a reference by the English teacher at the school and was also in accordance with the mandate of the current curriculum.

The third, the researcher discussed the factors that influenced the implementation of autonomous learning through the Use of ICT in learning English. Some of the studies emphasized factors influencing the implementation of autonomous learning through the use of ICT in learning English. Researchers had previously argued that factors influencing were the role of students themselves and self-enthusiasm.

The final part of this chapter discussed the various studies that were conducted in the area of autonomous learning using ICT in learning English. This study that the researcher referred to was one of the private schools in Pekanbaru that applied autonomous learning using ICT in learning English. The review was important for gaining information about the implementation of autonomous learning using ICT and what factors influenced the implementation.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was a qualitative research. According to Creswell (2012), qualitative research design is a research design that aimed to address researcher problems in which you do not know about the variables and need to explore.The researcher used the qualitative because these issues needs to be explored and investigated. And then, the objective of this study is to explore more about a problem and to examine a phenomenon or an individual problem in a specified context like in the implementation of autonomous learning through the use of ICT in learning english in the classroom. The researcher follows the descriptive of implementation autonomous learning in the classroom to accomplish the main objectives of the study and answer the research questions.

This study's design was a case study. According Gay, Mills, and Airasian (2012: 444) stated that “Case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (individual teachers, students, a classroom, or a school). This study was to explore the implementation of autonomous learning, ICT, into English and teaching and learning English process. Through the use of a variety of sources, this qualitative case study permits the analysis of a phenomenon in its context. This study strategy is often used in studies to learn more about an issue and to examine a phenomena or a specific problem in a certain context.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

B. Research Site and Time

This research has been conducted at SMK Perpajakan Riau which is located on JL. Purnama, No. 5, Tanah Merah, Ke. Siak Hulu, Kab. Kampar, Riau. The time of the research in May 2023.

C. Participants

For the sampling technique, the researcher has been used the purposive sampling. By using purposive sampling, the researcher selects the participant of the research because they can give important information about the research. Purposive sampling is the process of selecting sample who has experience, knowledge and represent some characteristics that researcher want in this study (Gay, Mills, Airasian, 2012). It means, the researcher selected the particular elements from the population that representative or informative of research's purpose.

Based on the purposive sampling, the writer were chosed students of SMK Perpajakan Riau in Siak Hulu district. In order for researchers took the students of classes X AKL, which amounts to 29 participants. The reason why the researcher took the students in X AKL class because this class look more different then other class, the class more active when English study.

D. Technique of Data Collection

This study has been applied to answer "how" rather than "what""why" question. There is two major procedures in collecting the data. They are observations and interviews based on implementation autonomous learning through the use of ict in learning english then analyzed by the researcher. To

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

begin the research , the researcher has done 3 times to observation dan one time for interview at the last research. These instruments are describe in details below

1. Observation

According to Creswell (2012 : 213), "Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site." The data consist of observation as participant, observer, and field note: rich, detailed description, and including the context. In this study, observation was conducted by observing the 1 English teachers at SMK Perpajakan Riau JL. Purnama, No. 5, Tanah Merah and to do an interview as the next technique in collecting the data. Video recording will take by using mobile phone and saving in researcher‟s data.

Before research the observations, researcher asked the school for permission through the Head Master in that school by taking the research letter from UIN SUSKA Riau for six month around. After getting the permission, researcher visits the school research to meet the English teachers and made some appointment to adapt the English teacher‟s schedules. In this observation, status of researcher is as a non-participant observer. It means, researcher takes the right position in the classroom only and keep the activity in the class with video recording by use mobile phone. The observation will be implemented for one month around or for one English material (KD), and the teaching activities take for 4 times around. Furthermore, the reason why observation is used, because the researcher wants to know the implementation of autonomous learning through the use of ict in learning english at that school.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Table 3.1
Aspects of Observation List in Autonomous Learning Through The Use of ICT in Learning English (Classroom Context)

No.	Aspects	Description
1.	**Characteristics of Autonomous Learning**	1. Students can identify what happens in class, in other words, what they get. 2. Students can set their own learning goals. 3. Students Able to select and implement appropriate learning strategies. 4. Learners can monitor the effectiveness of their strategies e necessary changes for them.
2.	**Work-Cycle of Autonomous in the Clasroom**	1. Students can make their own plan 2. Students know the objectives of the learning 3. Students can monitor and organize material in doing activities 4. Students can evaluate their own learning achivement

2. Interview

The interview are the second instrument has been used in this research, it was used to get more information. The purpose of conducting interviews here is to find out what are the factors the implementation of autonomous learning through the use of ICT. The interviews here is to answer questions " What are the factors that influencing the implementation of autonomous learning through the use of ICT in learning English"?

Interview is very common form of collecting data in case study research. A qualitative interview occurs when researchers ask one or more

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

participants general, open-ended questions and record their answer, Creswell (2008). The focus group interview has been done to the students to gain the data. Focus group discussion is a method of collecting interview data, which involves a small number of people in informal group discussion (or discussions) that focus on a particular topic or set of problems (Wilkinson & Silverman, 2004). The design of this study was chosen for several reasons. In group situations, interviews may feel more comfortable and spontaneous to answer questions. Focus group discussions also save time and are more effective than interviews one by one. Group interaction is the other advantage creating synergy effect on participants (Stewart & Shamdasani, 2014).

This research adopted unstructured interviewing, researcher used interview protocol as the guidelines in order to not going abroad in interview process. Interview protocol consists of a small subset of topics those are considered relevant to a given interview. Before conducting the interview, the researcher writes down several questions to be used in interviewing the participants. Therefore, the interview which will be used by the researcher is a semi-structured interview, in which the researcher prepares some questions to be asked to the participants. Meanwhile, there will be several questions which will make spontaneously, in the middle of the interview. Merriam (2009) stated that "semi-structured interview was guided by a list of questions or issues to be explored, so that this format allowed the researcher to respond to the situation at hand, to the several point of views of the respondent, and to new ideas on the topic.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Table 3.2
Interview Guideline

No.	Aspects	Description
1.	How is the implementation of autonomous learning through the use of ICT in learning English at SMK Perpajakan Riau?	• Do you like learning English • How can you foster interest in learning? • Do you often use technology such as mobile phones / smartphones and laptops to learn English in class? • Do you like learning english? • Are you able to conceptualize your task and learning objectives in a material?
2.	What are the Factors influencing the implementation of autonomous learning through the use of ICT in learning English at SMK Perpajakan Riau?	• Does the school facilitate you in becoming an autonomous learner? • Are you able to solve problems in learning English? • Who plays an important role in fostering interest in autonomous learning at school?

1. Documentation

Besides the observation and interview method, the researcher also used the document method. To gain the trustworthiness of the research, document is an important part in collecting the data that cannot be neglected in qualitative research. "Document is wide range of written, visual, digital, and physical material relevant to the study at hand," (Merriam, 2009, p.139). This documents data is teacher's lesson plan.

E. Data Analysis Technique

The data analysis is conducted after the data has been collected. According to Bogdan and Biklen (2007, p.159), data analysis involves working with the data, organizing them, breaking them into manageable units, coding them, synthesizing

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

them, and searching for patterns, while data interpretation refers to developing ideas about your findings and relating them to the literature and to broader concerns and concepts. Furthermore, the data was analyzed by using thematic analysis (TA). Braun & Clarke (2013, p.175) claimed that TA is a method for identifying themes and patterns of meaning across a dataset in relation to a research question.

The process of the data analysis also has been done by following the steps which suggested by (Creswell, 2012, p.239).

1. Organize the data

   The data which has been collected were organized clearly base on the time, date and the location. The data is collected and saved in the computer.

2. Transcribe data

   The data which is taken interview need to be transcribed. Creswell said that transcription is the process of converting audiotape recordings or field notes into text data. The audiotape recordings are taken in a verbal form and in Indonesian language. After listening to the recordings, it was transcribed into the writing form of both Indonesian and English.

3. Analyze and Code the data

   After transcribing the data, the next step was to analyze it and code the data. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. The steps of coding the data is following the procedures from Tesch (1990) and Creswell (2007) as cited in Creswell (2012, p. 244).

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

In discussion of the data I followed some suggestions from Creswell (2012), as follows:

1.Summarize findings: Promote reader with an overview of the findings.

2.Convey personal reflections: Write my personal views about the findings.

3.Make comparison of the literature: Comparing the findings into the literature or past studies.

F. Validity and Reliability

In reassuring the validity and the reliability of the research, most of the experts agreed that there is no exact method to assess the validity and reliability of qualitative research. Moreover, Merriam (2009, p.212) "claimed that most educators conducting qualitative investigations do not want to wait for the research community to develop a consensus as to the appropriate criteria for assessing validity and reliability". Hence, the researcher in qualitative research does not measure instrument statistically like in quantitative research.

Validity in qualitative research is as important as it is un quantitative research. Validity is one of the strengths are accurate from the standpoint of the researcher. The strategy which has been widely used to indicate validity of qualitative research is triangulation. Triangulation refers to "the process of corroborating evidence from different individuals, types of data, or methods of data collection in descriptions and themes in qualitative research" (Creswell. 2012. P. 259). In addition, Denzin (1978) there are our types of triangulation have been proposed as cited by Merriam (2019). Confirm new findings using multiple methods, multiple data sources, multiple researchers, or multiple theories.Hence, this research provides it as the strategy to ensure the validity of the research.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

According to Gibbs (2007) as cited in Creswell (2009, p.190), "qualitative reliability indicates the researcher"s approach is consistent across different researchers and different projects." Furthermore, Gibbs (2007) as cited in Creswell (2009, p. 190) suggested the procedures to gain the reliability of the research. Those procedures are:

1. Check the transcripts to make sure that they do not contain obvious mistakes made during transcription.
2. Make sure that there is not a drift in definition of the codes, a shift in the meaning of the codes during the process of coding.
3. Cross-check codes developed by different researchers by comparing results that are independently derived.

Furthermore, reliability means that if another researcher attempts to replicate a study the findings will have the same result. But reliability is problematic in the social sciences simply because human behavior is never static (Merriam, 2009). For additionally, Lincoln and Guba (1985) as cited in Merriam (2009) stated that checking the consistency of the research to ensure the results are consistent with the data collected can be optional rather than demanding other researchers have the same results. Merriam stated that triangulation is also a strategy to make sure the consistency of the research.

As a result, considering validity and reliability of a qualitative research is needed. A researcher, needs to be aware of the accuracy and the consistency of the research. Hence, the triangulation is a well-known strategy and has been widely used to make sure the accuracy and the consistency of the research.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

CHAPTER V

CONCLUSION, RECOMMENDATION and LIMITATION

This chapter provides the conclusions of the research which taken from theresearch findings and research discussion from the previous chapter implementing autonomous learning through the use of ICT in learning English, also the influencing factors of it. Hence, the following sub-chapters present the conclusions recommendations for the research area, and the limitation of the study.

A. Conclusions

According to the research findings and discussion presented in previous chapter, this research can be concluded as follows:

1. Based on the findings, the process of autonomous learning through the use of ICT in lerning english was done by the teacher and the students was good. This is in accordance with the characteristics that are used as a reference in this research, namely:
    - Students have strong curiosity on learning process.
    - Selection of Relevant ICT resource
    - Students Actively ask both Teachers and Peers to find Answers / solve Problems in
    - Students have been able to find other examples in completing the tasks given.

This category were represented the characteristic criteria of autonomous

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

learning Students need to think that autonomous learning must always be embedded from within them, and must be able to use ICT in their learning process.

2. There are four factors that influence the implementation of autonomous learning through the use of ICT in learning english in the classroom, namely: the role of learner, the role of the teacher, the task and the role of environment.

B. Recommendation

As the results of the study have been presented previously, it is a need to present the recommendation to the authorities related to the autonomous learning through the use of ICT implementation in teaching and learning English at SMK Perpajakan Riau, it can be pointed out as follows:

1. Teacher: 1. Develop strong ICT competence: Teachers need to have a good understanding of the use of ICT in learning English. They should equip themselves with relevant technological knowledge and skills to facilitate students' autonomous learning. 2. Design interactive content: Teachers must design interesting and interactive English learning content using ICT. They can use videos, audio, games and other digital resources to motivate and encourage students to autonomous learning. 3. Provide guidance and feedback: Although autonomous learning emphasizes student autonomous, teachers still have an important role as facilitators and guides. Teachers need to provide relevant guidance and feedback to direct and encourage students in the independent learning process.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. Students: 1. Increase autonomous and responsibility: Students need to understand that autonomous learning requires autonomous and responsibility. They must be active in finding and using relevant digital resources, and managing time and learning goals effectively. 2. Make use of ICT resources: Students should make use of available ICT resources, such as English learning apps, interactive websites, and online learning platforms, to improve their English understanding and skills. Communicate and collaborate: Students can use ICT to communicate and collaborate with classmates, teachers, and the English learning community outside the classroom. They can hold discussions, share ideas, and expand their learning network.
3. School: 1. Facilitate access and infrastructure: Schools need to provide adequate access to ICT tools and a stable internet connection. Good infrastructure will enable students and teachers to use ICT effectively in autonomous learning. 2. Support the professional development of teachers: Schools should provide the necessary training and support to teachers in the use of ICT and the application of autonomous learning. This can involve workshops, training sessions, and sharing of experiences.
4. For further researcher the recomendations are: 1. Analysis of the impact of using ICT in autonomous learning: researchers can examine in depth the impact of using ICT in autonomous learning of students at SMK Perpajakan Riau. Focus on aspects such as learning motivation, English skills, student autonomous, and measurable learning outcomes. 2.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Identification of hindering and supporting factors: researchers can identify hindering and supporting factors faced by students and teachers in implementing autonomous learning with ICT. This can include limited access, technology skills, and other constraints that can affect the success of autonomous learning.

C. Limitation of the Study

In the limitation of the study, I have to admit that this research have a weaknesses. The weakness is the result of this research cannot generalize because there are limited samples, and the study was done only in one site. At last, the researcher hopes that the result of the study can provide useful information and knowledge for the reader and future researcher.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

REFERENCES

Agustina, D. (2017*). Promoting autonomy through the use of internet and social media: examples from Indonesian English classrooms.* The 9th National English Language Teachers And Lecturers (Neltal) Conference On "Promoting Autonomy In Language Learning", 18.

Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125.

Ahmad, F. (2021) learners` perception of autonomous language learning during the pandemic of covid-19. *Thesis.* Postgraduate Program, Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru.

Alagic, M., Gibson, K. & Doyle, C. (2004). The Potential for Autonomous Learning Through ICT. In R. Ferdig, C. Crawford, R. Carlsen, N. Davis, J. Price, R. Weber & D. Willis (Eds.), *Proceedings of SITE 2004--Society for Information Technology & Teacher Education International Conference* (pp. 1679-1684). Atlanta, GA, USA: Association for the Advancement of Computing in Education (AACE). Retrieved March 28, 2023 from https://www.learntechlib.org/primary/p/14667/.

Altunay, Ugur; Bayat, Ozlem. (2008). *The Relationship between Autonomy Perception and Classroom Behaviors of English Language Learners.*

Al-Munawwarah, S. F. (2015). Teachers'perceptions on the use of ICT in Indonesian EFL learning context. *English Review: Journal of English Education*, 3(1), 70–80.

Aoki, N. 1999.*Affect and the Role of Teachers in the Development of Learner Autonomy in Affect in Language Learning ed by Jane Arnold.* Cambridge: Cambridge University.

Ariza, A., & Sánchez, M. S. (2013). Effectiveness of the integration of ICT tools and activities to foster awareness as the first stage to reach learning autonomy. *Gist Education and Learning Research Journal*, 7(7), 154–172.

Budianto, L. (2014). Promoting students' autonomous learning through ict based learning in icp: A case study. *LiNGUA*, 9 (2), ISSN 1693-4725

Beckinsale, M., & Ram, M. (2006). Delivering ICT to ethnic minority businesses: An action- research approach. *Environment and Planning C: Government and Policy*, 24(6), 847 – 886.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Benson, P. (2003). *Learner autonomy in the classroom.* In Nunan, D. (Ed.) *Practical english language teaching*. New York: McGraw Hill.

Benson, Phil., & Voller, Peter. (Eds). (1997). *Autonomy and independence in languag learning.* London: Longman

Boud, D. 1988. *Developing Student Autonomy in Learning.* New York: Kogan Press.

Broady, E. & Kenning, M. (Eds.). 1996. Promoting Learner Autonomy in University Language Teaching. London: Centre for Information on Language Teaching and Research.

Brown, H. D. 1994. *Principles of language learning and teaching.* New Jersey: Practice Hall

Chan, V. (2001). Readiness for learner autonomy: What do our learners tell us?. *Teaching in higher education,* 6(4), 505-518.

Cirocki, A., Anam, S., & Retnaningdyah, P. (2019). Readiness for autonomy in English language learning: The case of Indonesian high school students. *Iranian Journal of Language Teaching Research,* 7(2), 1-18.

Conttia, W. M. L. (2007). *The Influence of Learner Motivation on Developing Autonomous Learning in an English-for-Specific-Purposes Course.* [electronic version] Master's Thesis. Hong Kong: University of Hong Kong. Retrieved on May 21, 2009, from http://www.nus.edu.sg/celc/publications/RELT61/p01to18thang.pdf.

Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.).* Thousand Oaks, CA: Sage.

Creswell, John W. (2012). *Educational research: planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition).* United State of America: Pearson Education Inc.

Dafei, D. (2007). An exploration of the elationship between learner autonomy and english proficiency. *Asian Efl Journal,* 1-23.

Dickinson, L. (1987). *Self-instruction in language learning.* Cambridge: Cambridge University Press.

Denzin, N. (1978). *Sociological methods: A Sourcebook.* NY: McGraw Hill.

Dudeney, G., & Hockly, N .(2007). *How to teach english with technology.* Pearson Education Limited

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Falck, O., Mang, C., & Woessmann, L. (2018). Virtually no effect? Different uses of classroom computers and their effect on student achievement. *Oxford Bulletin of Economics and Statistics*, 80(1), 1–38.

Fitriah, F. (2018). The role of technology in teachers' creativity development in English teaching practices. *TEFLIN Journal,* 29(2), 177–193.

Gardner, D., & Miller, L. (1999). *Establishing self-access: From theory to practice.* Cambridge: Cambridge University Press.

Gardner D. & Miller L. (2002). *Establishing Self-access: From theory to practice.* Shanghai: Shanghai Foreign Language Education Press.

Gay, L. R, Mills, G. E, & Airasian, P. (2012). *Educational Research: Competencies for analysis and applications.* Pearson

Ghasemi, B., & Hashemi, M. (2011). ICT: Newwave in English language learning/teaching. *Procedia - Social and Behavioral Sciences,* 15, 3098–3102.

Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *MOJET Online Journal of Educational Technology,* 4, 38-57.

Gibbs, G. (2007). *Analysing qualitative data.* SAGE Publications Ltd., New York, USA.http://dx.doi.org/10.4135/9781849208574

Gómez, M. L. M., Alcántar, M. del R. C., Torres, C. I., Montes, J. F. C., & Padilla, A. A. J. (2018). Use of ICT for learning the English language. *IJAEDU- International E-Journal of Advances in Education,* 4(11), 192–198.

Graddol, D. (1997). *The future of English?* London: British Council.

Grolnick, W. S., Ryan, R. M., &Deci, E. L. 1991.*The Inner Resources for School Achievement: Motivational Mediators of Children's Perceptions of Their Parents. Journal of Educational Psychology*

Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 68–86.

Hao, Y., Lee, K. S., Chen, S. T., & Sim, S. C. (2019). An evaluative study of a mobile application for middle school students struggling with English vocabulary learning. *In Computers in Human Behavior* (Vol. 95). https://doi.org/10.1016/j.chb.2018.10.013

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Higgs, J. 1988. *Planning learning experiences to promote autonomous learning.* New York: Nichols Publishing Company.

Hill, B. 1994.*Self-Managed Learning: State of the Art.* Language Teaching

Hennessy, S., Ruthven, K., & Brindley, S. (2005). Teacher Perspectives on Integrating ICT into Subject Teaching: Commitment, Constraints, Caution and Change. *Journal of Curriculum Studies,* 37(2), 155-192.

Holec, H. (1979). *Autonomy and foreign language learning.* Council of Europe. Strasbourg.

Holec, H. (1981). *Autonomy and foreign language learning.* New York: Pergamon Press

Hosnan. (2014). *Scientific and contextual approaches in 21st century learning.* Bogor : Ghalia Indonesia.

Hsieh, H, C., and Hsieh, H, L., (2019). Undergraduates' out-of-class learning: exploring efl students' autonomous learning behaviors and their usage of resources. *Article Education Science.*

Hyland, N., & Kranzow, J. (2012). Faculty and student views of using digital tools to enhance self-directed learning and critical thinking. *International Journal of Self-Directed Learning,* 8(2), 11-27.

Inayati, N. (2015a). English language teachers' use of social media technology in Indonesian higher education context. *Asian EFL Journal,* 17(4).

Inayati, N. (2015b). Promoting English independent study for EFL university students in Indonesia. *Language Education in Asia,* 6(1), 46–57. https://doi.org/10.5746/LEiA/15/V6/I1/A5/Inayati

Jita, T., & Sintema, E, J. (2022): Exploring Classroom Use of ICT Among Pre-service Science Teachers in Selected SADC Countries. *African Journal of Research in Mathematics, Science and Technology Education,* DOI: 10.1080/18117295.2022.2139105

Jiménez Zuñiga, I. (2023). Implementing the creation of comics using information and communication technologies to enhance reading and writing skills strengthening the autonomous learning of the 11-2 section at marco tulio salazar nocturnal high school during the second Quarter of. *Ciencia Latina Revista Científica Multidisciplinar, 7*(1), 9294-9307. https://doi.org/10.37811/cl_rcm.v7i1.5050

Johnston, Rennie & Merrill, Barbara. (2004). Becoming a more Critical, Autonomous and Reflective Learner [electronic version]. *PRILHE Project - Lecturer's Toolkit ;Centre for Lifelong Learning.* Westwood

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Campus University of Warwick. pp.39. Retrieved on June 15, 2009, from http://www.asianjde.org/2007v5.1.Januin.pdf.

Joshi, K. R. (2011). Learner perceptions and teacher beliefs about learner autonomy in language learning. *Journal of NELTA*, 16(1-2), 12-29.

Kee, C. L., & Samsudin, Z. (2014). Mobile devices: Toys or learning tools for the 21st century teenagers? *Turkish Online Journal of Educational Technology-TOJET*, 13(3), 107–122.

Keller, H. (2016) Psicological autonomy and hierarchical relatedness as organizers of developmental pathways. *National library of medicine*. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4685516/

Kemala, Z. (2016). An analysis of factors influencing the autonomous learners in learning English. *ELTIN Journal*, 4 (1), 11-20

Kemendikbud. (2016). *Peraturan menteri pendidikan nomor 22 tahun 2016 tentang standar proses pendidikan dasar dan menengah.*

Kemendikbud. (2022). *Peraturan menteri pendidikan nomor 22 tahun 2016 tahun 2022 tentang standar proses pada pendidikan anak usia dini, jenjang pendidikan dasar dan jenjang pendidikan menengah.*

Kocak, Aifer. 2003. *A Study on Learners" Readiness for Autonomous Learning of English as a Foreign Language.* The Graduate School of Social Sciences of Middle East Technical University. Retrieved March 6, 2013

Lai, C. (2019). Technology and learner autonomy: An argument in favor of the nexus of formal and informal language learning. *Annual Review of Applied Linguistics*, 39, 52–58. https://doi.org/10.1017/S0267190519000035

Laasala, L. (2021). Co-creating autonomous learning solutions case: corall – coaching-based online resources for autonomous learning of lsp. *Thesis.* University of Applied Sciences Ltd.

Lee, L. (2016). Autonomous learning through task-based instruction in fully online language courses. *Language Learning & Technology,* 20, 2, pp. 81–97.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage Publications, Inc.

Linnes, C., & Metcalf, B. (2017). iGeneration and their acceptance of technology. *International Journal of Management & Information Systems (IJMIS)*, 21(2), 11–26.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Little, D. (1991). *Learner autonomy*. Dublin: Authentic Language Learning Resources.

Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System,* 23(2), 175–181.

Little, D. (1997). Language awareness and the autonomous language learner. *Language Awareness, 6*(2/3), 93–104.

Little, D. (2001). Learner autonomy and second/foreign language learning. Retrieved from http://www.llas.ac.uk/resources/gpg/1409 on February 9, 2023.

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching,* 1(1), 14-29.

Littlejohn, A. 1985. "Learner choice in language study". ELT Journal, 39(4): 253-61

Littlejohn, A. 1985. "Learner choice in language study". ELT Journal, 39 (4): 253-61

Littlejohn, A. (1985). Learner choice in language study. *ELT Journal,* 39 (4): 253-61

Littlewood, W. (1996). *"Autonomy": An anatomy and a framework.* System, 24(4), 427-435.

Littlewood, W. (1999). *Defining and Developing Autonomy in East Asian Contexts. Applied Linguistics,* 20, 71-74.

Loi, N. V. (2016). Learner autonomy in Vietnam: Insights from English language teachers' beliefs and practices. In R. Barnard & J. Li (eds). *Language learner autonomy: Teachers' beliefs and practices in Asian contexts.* Phnom Pehn: IDP Education (Cambodia) Ltd.

Mahdum., Hadriana., Safriyanti, M. (2019). Exploring teacher perceptions and motivations to ict use in learning activities in Indonesia. *Journal of Information Technology Education: Research*, 18, 293-317.

Melvina, Lengkanawati, N. S., & Wirza, Y. (2021). The use of technology to promote learner autonomy in teaching English. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, 546, 315–321.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco, CA: Jossey-Bass.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Mollaei, F., & Riasati, M. J. (2013). Teachers' perceptions of using technology in teaching EFL. *International Journal of Applied Linguistics and English Literature*, 2(1), 13–22.

Moore, B. (Ed.). 1999. The Australian Oxford Dictionary. Melbourne: Oxford University Press.

Neupane, M. (2010). Learner autonomy: Concept and considerations. *Journal of NELTA*, 15(1-2). 114-120.

Nguyen, N. T. (2014). *Learner autonomy in language learning: Teachers' beliefs.* (Published Disertation). Faculty of Education, Queensland University of Technology. Retrieved December 15, 2015 from <eprints.qut.edu.au/69937/1/THANH%20NGA_NGUYEN_Thesis .pdf>.

Nordlund, Joan. (2001). From Here to Autonomy: Autonomous Learning Modules (ALMS). [electronic version]. *Helsinki University Language Centre*. 7 pp. 203- 204. Retrieved on May 23, 2009, from http://www.mtsu.edu/inconf/prooceedings/pdf.

Norrena, J. (2019). *Oman oppimisen kapteeni.* E-book. PS-kustannus. Jyväskylä.

Noviadayanti, Y. R. (2021). Exploring learner autonomy in online classes among indonesian efl students. *RETAIN (Research on English Language Teaching in Indonesia) (e-Journal)*, 09 (02), 112-119

Nunan, D. (2000). *Autonomy in language learning.* Plenary presentation given at the ASOCOPI 2000 conference, Cartengena, Columbia

Onozawa, C. (2010). *Promoting autonomy in the language class: How autonomy Can be applied in the language class.*Research Paper.

Orawiwatnakul, W., & Wichadee, S. (2017). An Investigation of Undergraduate Students' Beliefs about Autonomous Language Learning. *International Journal of Instruction*, 10(1), 117-132.

Oussou, S. (2020b). The effectiveness of EFL students' use of ICT on developing their autonomy. Journal of

Studies in Language, Culture and Society (JSLCS), 3(1), 89–101.

Oussou, S. (2020b). The effectiveness of EFL students' use of ICT on developing their autonomy. Journal of

Studies in Language, Culture and Society (JSLCS), 3(1), 89–101.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Oussou, S. (2020). The effectiveness of EFL students' use of ICT on developing their autonomy. *Journal of Studies in Language, Culture and Society (JSLCS)*, 3(1), 89–101.

Oxford, L.R. (2003). *Language Learning Styles and Strategies* [electronic version]. Retrieved on July 14 2009, from http://www.nclrc.org/essentials/learning/goalsspeak.htm.

Portal Educa. (March 15th , 2021) El 80% de los docentes aumentó el uso de herramientas digitales durante el confinamiento. https://portaleduca.cl/el-80-de-docentes-aumento-el-uso-de-herramientasdigitales-durante-el-confinamiento/

Pondalos, E. C., Saputri, N. E., & Pratiwi, T. L. (2022). Promoting autonomous learning through online discussion. *Journal of English for Academic and Specific Purposes (JEASP),* 5(1), 303–310. https://doi.org/10.18860/jeasp.v5i1.16582

Purnawarman, P. (2018). The use of smartphone and learning strategies in autonomous learning. *Indonesian EFL Journal*, 4(1), 43–48.

Ramamuruthy, V., & Rao, S. (2015). Smartphones promote autonomous learning in ESL classrooms. *Malaysian Online Journal of Educational Technology,* 3(4), 23–35

Raval, D. M. R. (2014). Use of ICT in English Language Teaching. *International Journal of Research in all Subjects in Multi Languages* (IJRSML), 2(21-24).

Rinekso, A. B., & Kurniawan, E. (2020). Fostering language learner autonomy through the involvement of ICT: Teachers' Perception. *ELTR Journal*, 4(2), 1–14. https://doi.org/doi.org/10.37147/eltr.2020.040201

Rijal, S., & Bachtiar, S. (2015). The relationship between attitudes, autonomous learning, and learning styles with students' cognitive learning outcomes. *Bioedukatika Journal*, 3(2), 15-20.

Saeed, M. A. (2021). Learner Autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in an EFL Classroom. *International Journal of Linguistics, Literature and Translation,* 4 (3), 150-15

Salmon, G. (2000). *E-moderating: The key to teaching and learning online.* London: Kogan Page.

Saptopramono, H., Zaim, M., Atmazaki., Jufrizal. (2018). Improving students' ability in conducting autonomous learning by using information communication technology. *Advances in Social Science, Education and*

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Humanities Research, volume 301, 389-396

Schwienhorst, K. (2003). Learner autonomy and tandem learning: Putting principles into practice in synchronous and asynchronous telecommunications environments. *Computer Assisted Language Learning*, 16(5), 427–443. doi:10.1076/call.16.5.427.29484

Shu, Dingfang. (2006). On the new model of foreign language classroom teaching. *Foreign Language World* (4): 21-29.

Stewart, D. W., & Shamdasani, P. N. (2014). *Focus groups: Theory and practices.* Newbury Park: Sage.

Stubbé, H. E., & Theunissen, N. C. (2008). Self-directed adult learning in a ubiquitous learning environment: A meta-review. *In Proceedings of the First Workshop on Technology Support for Self-Organized Learners* (pp. 5- 28).

Syafryadin, S., Suherdi, D., Nadya, N. L., Harahap, A., & Astrid, A. (2022). Teacher readiness and challenges in creating learner autonomy in ICT-based English learning activities. *INDONESIAN JOURNAL OF APPLIED LINGUISTICS*, 11 (3), 708-717

Taufiq, I. (2010). *Students' autonomous speaking learning at the second year of man 2 model pekanbaru. Skripsi.* Universitas Islam Negeri Sultan Syarif Kasim Riau.

Thanasoulas, D. (2000). *What is learner Autonomy and How Can It be Fostered? The Internet TESL Journal*, Vol. VI, No. 11. Retrieved March 8, 2013, from http://iteslj.org/Articles/ThanasoulasAutonomy.html

Thanasoulas, D. (2002). Motivation and motivating in the foreign language classroom. T*he Internet TESL Journal*, 8(11).

Tinio, V. L. (2003). *ICT in Education.* New York: E-Primers.

Tomasouw, J., & Marantika, J. E. R. (2020). Learner autonomy as strategy to enhance the quality of learner. *Proceedings of the 3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)*, 397, 504–510.

Tomlinson, B. & Masuhara, H. (2004). *Developing language course materials.* Singapore: RELC.

Tsai, Y.R. (2019). *Promotion of learner autonomy within the framework of a flipped EFL instructional model: perception and perspectives.* Computer Assisted Language Learning, 1–32.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Tsys,O.O.:Dydaktychni umovy zastosuvannia informatsiino-komunikatsiinykh tekhnolohii v orhanizatsii samostiinoi navchalnoi diialnosti studentiv (Didactic terms of the use of information and communication technologies in the process of organizing students' independent study activities of technological and pedagogical area of expertise). Dissertation, Ternopil VolodymyrHnatiuk National Pedagogical University(2018)

United Nations Educational, Scientific and Cultural Organization (UNESCO)(2006), *Using ICT to Develop Literacy:* www.unescobkk.org/ education/ict. Retrieval date 24/07/2008

UNESCO. (March 29th, 2022) *Literacy https://en.unesco.org/themes/literacy*

Wang, J. (2010). How to develop college students' autonomous english learning skill take reading course in joint-program in HCFT as an example. *English Language Teaching*, 3(3), 221–228. Retrieved from https://doi.org/10.5539/elt.v3n3p221

Wang, H., & Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' selfregulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14(4), 333–346.

Warni, S., Aziz, T. A., & Febriawan, D. (2018). The use of technology in English as a foreign language learning outside the classroom: An insight into learner autonomy. *LLT Journal: A Journal on Language and Language Teaching*, 21(2), 148– 156.

White, J., & Mills, D. (2014). Examining attitudes towards and usage of smartphone technology among Japanese university students studying EFL. *CALL-EJ*, 15(2), 1-15.Retrieved from http://callej.org/journal/15-2/White_Mills_2014.pdf.

Wilkinson, S., & Silverman, D. (2004). 10 Focus Group Research. *Qualitative Research: Theory, Method and Practice*, 177–199.

Woodcock, B., Middleton, A., & Nortcliffe, A. (2012). Considering the smartphone learner: An investigation into student interest in the use of personal technology to enhance their learning. *Student Engagement and Experience Journal, 1*(1), 1-15. DOI: 10.7190/seej.v1i1.38.

Wright, T. (1987). *Roles of Teachers & Learners.* Oxford: OUP.

Yan, S. (2012). Teachers' roles in autonomous learning. *Journal of Sociological Research*, 3(2), 557-562.

Yeh, Y. L., & Lan, Y. J. (2018). Fostering student autonomy in English learning through creations in a 3D virtual world. *Educational Technology*

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

Research and Development, 66(3), 693–708. https://doi.org/10.1007/s11423-017-9566-6

Yildrim, O. (2012). A study on a group of Indian English as a second language learners' perceptions of autonomous learning. Turkish Online Journal of Qualitative Inquiry, 3(2), 18-29. doi:10.17569/tojqi.44421

Yumuk, A. (2002). Letting go of control to the learners: The role of the Internet in promoting a more autonomous view of learning in an academic translation course. *Educational Research* 44 (2), 141-156.

Yuniarto, S, R. (2011). Cara belajar siswa aktif. http://saifulwhn.lecture.ub.ac.id /files/2011/11/ Materi-cara-belajarsiswa-aktif.pdf, Diakses 8 Februari 2023.

Yürük, N. (2019). Edutainment: using Kahoot! As a review activity in foreign language classrooms. *Journal of Educational Technology and Online Learning*, 2(2), 89.

Zohrabi, Mohammad. (2011). Enhancing learner autonomy through reciprocal approach to curriculum development. *English Language Teaching*, Volume 4, No. 3, 2011

Zhuang, Z.X. (2010) Some Reflections on the construction and development of foreign language major in China. *Journal of the Foreign Language World*, 1, 3-10.

Zulaihah, S., & Harida, R. (2017). Autonomous learning strategy of the successful nontraditional students. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 5(2), 71-84.

UIN SUSKA RIAU
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX

RESEARCH INSTRUMENTS

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

BIOGRAPHY

PERSONAL INFORMATION

Name : Alfi Hasanah
Place/Date of Birth : Sipungguk
Gender : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Single

ADDRESS & PERSONAL CONTACT

Address : Jl. Tuan Said, No. 2 Sipungguk
Phone Number/WA : 0821-7197-7791
Email : alfi8264@gmail.com

EDUCATIONAL BACKGROUND

1. 2003-2009 : SDN 012 Sipungguk
2. 2009-2012 : SMP 01 Bangkinang Kota
3. 2012-2015 : SMA Negeri 02 Bangkinang Kota
4. 2002-2007 : Universitas Islam Riau (English Education Department) Pekanbaru,

20th of May 2023

Alfi Hasanah

ng
u seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
entingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
kepentingan yang wajar UIN Suska Riau.
emperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
S u s k a R i a u
State Islamic University of Sultan Syarif Kasim Riau

Appendix 1

OBSERVATIONAL FIELD NOTES

Participant : English Teacher
Meet : 1st Observation
Material : Recount Text
Letter Time : 90 minutes

Description Note	Reflective Note
10:30- The teacher asks how the students are doing after the Eid holidays. 10:35- The teacher checks the completeness of the learning materials written by students in English notebooks in the lesson 2 weeks ago. 10:43- The teacher re-explains the material about recount text. - The teacher asks one of the students (Doni) to read the meaning of the recount text from the Microsoft PowerPoint presentation. 10:46- The teacher explains the purpose and generic structure of recount text 10:50- The teacher explains the language features of the recount text (specific participants, simple paste tense, temporal sequence, action verb, and linking verb) 11:00- Students are given the task of writing a short story (recount text) about their personal experiences while on vacation or during the Eid Al-Fitr holiday in English. 11:03- The teacher allows students to use smartphone technology and use the Google Translate application to write short stories (recount text).	When implementing autonomous learning using smartphones, it can be seen that most students are actively involved in learning activities. They use various applications and smartphone features to support the English learning process. Students seem to show high motivation and initiative in taking responsibility for their learning. However, keep in mind that some students tend to be tempted by non-learning features on their smartphones. Some students seem distracted by social media or content unrelated to learning. Therefore, it is important for teachers to provide proper direction and guidance in using smartphones as learning tools. In addition, this observation shows that the use of smartphones in learning English can provide a variety of interesting learning activities and methods for students. Through existing applications and features, students can improve their listening, speaking, reading and writing skills interactively and autonomously.

- Some students started writing seriously, while other students looked a bit distracted and turned their attention to other things around the class. - The teacher reminds students not to copy and paste other people's stories on Google. 11:15- the teacher checks each student's work 11:20- it can be seen that all students in class have smartphone technology to support learning at school. 11:29- Several students were seen discussing with their classmates about the task at hand. They help each other in finding answers. 11:46- students begin to submit the results of their assignments to the teacher's desk. - The teacher starts checking student assignments one by one. 12:00- Time ends, all students are asked to collect all their assignments.	

State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
ng
u seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
entingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
kepentingan yang wajar UIN Suska Riau.
emperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Appendix 2

OBSERVATIONAL FIELD NOTES

Participant : English Teacher
Meet : 2nd Observation
Material : Daily Routine
Letter Time : 90 minutes

Description Note	Reflective Note
10:30 – students requested take dictionary in the library For used in activity learning . 10:48 – teacher asks understanding student about daily routines 10:50 - the teacher gives explanation about daily routine through technology media (laptop) through Microsoft Power Point. – students requested read understanding of the daily routine that the teacher broadcasts on microsoft power point 11:00– students requested For make combination the sentence "always-never" to daily routine 11:08– another student asked by the teacher for translate understanding of the daily routine that is read before . 11:15– teacher explains about the language features of the daily routine (adverb frequency, adverb of time, and simple past tense) 11:22– One of student use their (smartphone) technology For take picture on Microsoft Power Point that is displayed by the teacher. 11:28– students take picture on Microsoft PowerPoint teacher and copy the discussion to their notes. -Student given time For write on notes they 11:30- the teacher sends a text via WhatsApp group related with	

State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
Suska Riau
ng
u seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
entingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
kepentingan yang wajar UIN Suska Riau.
emperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

daily routine material . 11:45– teacher gives task student Then requested find sentence about the adverb frequency, adverb of time, and simple present tense in the text sent . -Teacher gives example first 11:48– teacher checks work student 12:00– Time finished , task the used as homework to be collected to the next week in via e-mail	

State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
ng
u seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
entingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
kepentingan yang wajar UIN Suska Riau.
emperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 3

Interview Transcripts

Transcript of Interview with English Teacher:

Interviewer : Alfi Hasanah S.Pd.
Interviewee : English Teacher
Time : 1.30 p.m
Date : May, 29 th 2023
Place : SMK Perpajakan Riau

A. How is the Implementation of Autonomous Learning through the use of ICT in Learning English at SMK Perpajakan Riau?

Researcher :Ok , assalamualaikum miss nopela amanda
Teacher :Waalaikumsalam miss Alfi
Researcher :Good afternoon
Teacher :Good afternoon
Researcher :Okay , how are you this afternoon miss
Teacher :Yes, so far I feel good this afternoon
Researcher :Have do you lunch
Teacher :Yes I have, of course
Researcher :okay, okay, so we continue about my research, this is the second interview, the first with the teacher and the second with the students, okay, miss, maybe we'll just do the interview in Indonesian, yeah, so we can understand the information conveyed later.
Teacher :Ok miss alfi
Researcher : So, in general, we have read the questions that we will discuss this afternoon. Let's go straight to our first question, namely, what is Miss Nopela's opinion about the implementation of autonomous learning at the SMK Perpajakan Riau?
Teacher :Previously, thank you Miss Alfi for coming to school to do an interview with me, yes, even though I may not be a very good teacher, thank you Miss Alfi for choosing me to participate in the process of Miss Alfi's research. Here I will try to answer the question from Miss Alfi that I conveyed earlier, my opinion is about implementing autonomous learning in this school, yes, in my opinion students make themselves regulators of the teaching and learning process at school, but are still under the supervision or guidance of the teacher because students are not fully understand what they're doing. So in the learning process, students are required to study autonomous, autonomously, whether using technology or using what is called ICT, right? a place to ask questions, to share with the teacher, and we as teachers also always use ICT, one of which is laptops and smartphone.
Researcher :okay okay
Teacher :The reason i chose this autonomous learning aa in class to apply it is

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

because it is in accordance with the demands of the Independent Curriculum that exists at the SMK Perpajakan Riau which has been implemented in class X, this school has only implemented the Independent Curriculum only in class X

Researcher :Ok , like the lesson plans that you showed yesterday, miss

Teacher :Yes

Researcher :Lesson Plan Independent Curriculum for class X, okay, hmm did miss fully use the lesson plan as a reference for learning in the classroom?

Teacher :i always make the lesson plan a guide in teaching in the classroom, because it really helps to achieve the expected learning outcomes.

Researcher :So , let's go to the second question, what are the most important aspects according to Miss in fostering student learning autonomous in the classroom, especially in learning English at the SMK Perpajakan Riau?

Teacher :Perhaps the most important aspect seems to be the variety of learning, yes, that is how we as teachers present learning or learning content, perhaps how do we create learning so that it is interesting for students to attract their interests and talents in learning so that their desire for autonomous learning grows grow up wanting to find out more about the material they are studying

Researcher :Where do you usually get the material you miss?

Teacher :Material for you?

Researcher :The lesson ?

Teacher :Oh, that's right, you can, it can be from books from the teacher's handbook provided from the school, it can also be from sources on the internet, YouTube can also or I can make my own teaching materials such as powerpoint, modules like that.

And ICT that I always use is a laptop, one type of delivery of my material via a laptop is in the form of animated videos, there are various animated videos, I will choose what suits their interests, later I will sometimes give quizzes in the middle of the lesson, they will quickly find answers with help dictionaries and sometimes their smartphones.

Researcher :Ok ,so what are the principles that should be applied by an English teacher, of course, in increasing the autonomous learning of students in class at this SMK Perpajakan Riau

Teacher :Hmm, of course, the most important thing that must be applied by the teacher is to give students an understanding that real learning should grow from themselves, that's for sure, right ? If for example they learn but don't grow from them, they will not learn sincerely

Researcher :Yes, it's useless, miss

Teacher :It's free

Researcher :Okay okay

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Teacher	:So without coercing anyone because they are also at the middle level, right, vocational high school vocational schools, it is definitely hoped that they will realize the importance of learning for the sake of their future. Work
Researcher	:That's right
Teacher	:This is SMK, already Kejuruan later they can immediately work so jump into the world of work.
Researcher	:Well, if this SMK is missed, this SMK is missed, not SMA, is the learning of English here different from SMA?
Teacher	:In terms of material, it might be the same in general, but the difference is when practicing. For example, if you practice, for example, majoring in OTKP or offices, then in the office department, you will practice for example making phone calls, making calls using English, so indirectly they learn to be secretaries, that's how they become directors.
Researcher	:Associated with the English language miss?
Teacher	:Yes related to English and their respective majors.
Researcher	:Ok , is there any more miss maybe the principles that should be upheld by the teacher, let alone this English teacher?
Teacher	:Ah, the point is we liven up the learning atmosphere, it seems, because at this time especially the current generations are lazy to study, because of the influence of social media, games, so we have to be good at presenting ourselves to students so they don't get bored , not lazy to learn English and easy to accept the material
Researcher	:Okay okay
Teacher	:That's all from me about the principles so that students increase their learning auronomous.
Researcher	:Hmmm, okay, let's move on to the next question, miss, about how to implement autonomous learning using ICT/ICT in learning English at this SMK Perpajakan Riau?
Teacher	:Ah, here we have several ICTs that we always use in fostering interest in autonomous learning for students at this school as what is usually used is a laptop, but not all students have laptops, internet network, of course, now, Alhamdulillah, we have full wifi here
Researcher	:Ok
Teacher	:Every place at this school already has wifi, so it's easy for students to access the internet using wifi that has been facilitated by the school and they are also allowed to bring their respective smartphones or androids to school to make it easier for them to learn, let alone study autonomously, right, so they need aa tool that can facilitate them, like that. With the use of ICT in the learning process, students will be more active in asking questions and solving problems in their learning, because students get information faster from their Android

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

smartphones and that happens sometimes because of their own initiative in finding the right answers, that includes learning independence ya, even though sometimes still under the guidance and supervision of the teacher and of course connected to the internet network provided by the school.

Researcher :So is the laptop used facilitated by the school?

Teacher :Aa for laptops maybe not, they bring each one but for computers it is provided at school, because here each department already has its own lab

Researcher :Ok

Teacher :TKJ also has a lab, OTKP also has a lab, accounting also has a lab and in the laboratory a computer has been provided for students to practice

Researcher :Talking about the laboratory, can the laboratory be used in learning English, because it is a school facility, can it also support English language learning at school, of course it can foster children's interest in autonomous learning, can it be used?

Teacher :Yes , it can be used when for example showing a video, showing a video here aa what's the name using infocus or using a projector but mostly aa nowadays we only use projectors in class because each class has a projector provided

Researcher :It's more practical

Teacher :Yes, it's more practical, so you don't need to go to labor, go to the laboratory when you have task that require typing on a computer or laptop, so that it saves more time too

Researcher :Ok, now Miss Nopela said that the form of technology that the teachers here use, especially English teachers, includes android smartphones, now when it comes to smartphones, of course there are many applications there, miss, what applications are usually used by these children in the smartphone?

Teacher :For this application, it's interesting, isn't it, when studying, students are required to do so if they have their own smartphone, so they have to look for examples using Google Translate themselves, later they are allowed to search for the meanings of the English language itself on Google Translate. , that's the first, now also use whatsapp group , whatsapp group to share learning materials or task if you don't have time to write them down during class hours, the material is sent via whatsapp group.

Researcher :Okay, okay, more practical, miss

Teacher :Yes, it's more practical, and there's also some material that I've applied using the Canva application

Researcher :Okay

Teacher :Well, in Canva, students will produce a product, for example

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

announcements, making posters like that. This also relates to SMK education, especially since TKJ students will design in Canva using their own smartphone. I have also used game applications, for example Quizzes . kahoot also grows their autonomous, learns on their own through their cellular.

Researcher :Does that mean that learning is more dominant using smartphones, miss?

Teacher :Yes

Researcher :Do the students here have their own smartphones miss?

Teacher :On average

Researcher :On average, yes, okay. Follow-up question , miss , how is Miss Nopela's way of maximizing the effectiveness of implementing autonomous learning using ICT / ICT in learning English, of course, in this this class of SMK Perpajakan Riau? How does Miss Nopela maximize the effectiveness of implementing autonomous learning using ICT/ICT in learning English in the classroom?

Teacher :Maybe the first way to make autonomous learning effective is to encourage students to find out deeper explanations about the material they are studying. Yes, as we discussed earlier, it encourages the interests and talents of these students.

Researcher :Ok

Teacher : The second one might offer ourselves as a facilitator for them

Researcher :Ok

Teacher :For example, if they don't understand what they should find, sometimes I also check from chair to chair how and to what extent they have done or understood

Researcher :Okay miss

Teacher :And maybe suggest what applications can help them in their learning process just like I suggested using Google Translate, Google Search, Kamusku application on smartphone. Students will be able to complete their task well with the help of their smartphones, they will be very enthusiastic, because they can use various online platforms such as Kamus-Ku application, google translate and others. Moreover, today's every students really like gadgets.

Researcher :Because they don't sometimes use learning applications on their smartphones, okay, miss, now can you tell me about the stages of implementing autonomous learning using ICT/ICT in learning English at this SMK Perpajakan Riau, of course, in a classroom or school environment, miss?

Teacher :An example of implementing autonomous learning in the classroom using ICT?

Researcher :Yes

Teacher :Maybe this is also related to what we did last week, Miss Alfi.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

discussed at that time in class, of course before we start the next stage as teachers we have to provide understanding to students even though it was self-learning, but we as teachers have to provide understanding first, material first to students so that later students are not confused with learning , then after we give the material of course the text is in English which is a miss, I can also interest students to find the meaning of the words on the slides that are displayed, ask students to look for what, what does this mean, and they can look for it on Google Translate or the electronic dictionary that is on their smartphone or if they are too lazy to open their smartphone, they use a dictionary.

Researcher : Still manuals?

Teacher :There are still manuals, we are preparing dictionaries in the library so students don't need to bring dictionaries anymore

Researcher :Means the dictionary was provided from the school

Teacher :Yes, being a student, if you want to use a dictionary, the class leader or secretary or other friends can take the dictionary from the library.

Researcher :Does it mean facilitated?

Teacher :Facilitated here

Researcher :Okay miss

Teacher :Suppose the students have gotten the meaning of the English language in the slide earlier and after explaining the material I also sent a text conversation on the WhatsApp group, for example, aa was in class according to the material on the same day and was analyzed by them according to the directions i gave, and also of course students will be enthusiastic in doing the task that I give let alone use their respective smartphones, right?

Researcher :But still under supervision, miss

Teacher :Stay under supervision, for example later they will use their smartphone, if we open WhatsApp, we will still warn them, don't chat while studying

Researcher :There are rules, Miss

Teacher :Yes, only the material that has been delivered

B. What are the Factors Influencing the Implementation of Autonomous Learning Through the use of ICT in Learning English at SMK Perpajakan Riau?

Researcher :We will continue with the next question miss, there are several factors influence the application of autonomous learning through utilization ICT in learning English namely the student's own factors, factors teachers , task factors and environmental factors. Of the four factors that I mentioned earlier, which factors affect the implementation autonomous learning to use ICT/ICT in language learning English at the SMK Perpajakan Riau?

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Teacher :I think this is interrelated, yes. First the students factors, of course it's like physical presence, miss, like health their students are sick , so they cannot take part in the teaching and learning process and course not good at absorbing the information provided by the teacher, how enthusiastic they are, their motivation in learning of course that very important, the role of student motivation and interest in the successful implementation of autonomous learning through the use of ICT is very important. High motivation will encourage students to be actively involved in the autonomous learning process and use technology effectively. When students have a strong interest in the subject or material being studied, they tend to be more motivated to explore and utilize ICT to deepen their understanding. What was the second one, miss?

Researcher :Teacher factor

Teacher :Yes, the teacher factor, this is the other main thing, maybe miss, the complete package, if the teacher seems to be because the teacher is us as material or learning facilitators, we are the ones who organize the learning as we should arrange the learning atmosphere so that an interest in learning is created, to encourage autonomous learning through the use of ICT, I employed several strategies and approaches. First, I provided clear guidance to students about the learning goals and expectations they were supposed to achieve. I gave task that were challenging and stimulated critical thinking so that students needed to take the initiative to find solutions and gather information through ICT. I also facilitated discussion and collaboration between students using ICT platforms, such as online forums or discussion groups, so that they could learn from each other and share knowledge. As a teacher, sometimes give rewards or nice little things so that students enjoy learning English with me , because we know that English is the second language in our country.

Researcher :How about the task miss?

Teacher :Yaa next about the task factor, so when it comes to task, we all know that from here we measure students' understanding of the material that the teacher has conveyed, yes, giving task is certain . What's interesting is that they are challenged because the goal was to create autonomous in their learning. In this task factor we can also encourage students to use ICT/ ICT that has been provided at school or the technology they have such as the smartphone that we explained earlier, I often give space for my students to use Smartphones so they can find answers or make it easier for them to do task that I have given, whether it's in class or I make the task as their homework when teaching and learning process time is not enough. For example, students may use online search tools, educational websites, multimedia

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

resources, and communication platforms to gather information, interact with peers, and present their findings. The nature of the task must match the capabilities and advantages of ICT to maximize student engagement and autonomous.Sometimes there are task here where I allow them to do group or collaborative learning, yes, and also individually. Finally, environmental factors, of course, the environment such as teachers, their peers at school. the facilities at school, class comfort or class cleanliness and this environment are also included in the environment outside of school such as their family, they bring their mood in the morning from their family first, so that really determines the growth of children's interest in autonomous learning at school.

Researcher :Next, miss, what factors influenced Miss Nopela's decision to integrate ICT in encouraging autonomous learning among your students?

Teacher :Technological developments , of course Miss Alfi, technology that is increasingly sophisticated and easily accessible and keeps up with the times. Furthermore, if using ICT students' involvement in learning will increase and students will have the opportunity to develop their digital skills, children nowadays have a lot of misses and can know all information only through their smartphone and as we have discussed that schools also provide internet facilities such as internet networks. wifi. If ICT resources such as computers, laptops, tablets and internet access are inadequate or limited, then students will face obstacles in accessing and using ICT for autonomous learning. Therefore, it is important to ensure the availability of adequate resources and good accessibility so that students can optimize the use of ICT in autonomous learning in the classroom.

Researcher :Finally , e.g. What strategies or approaches does Miss Nopela use to encourage student autonomous and autonomous learning through ICT?

Teacher :Yes, like project-based learning, it also fosters autonomous students. Students can be given tasks that require the use of ICT to find information, make presentations, or produce creative content in English. Students will develop autonomous learning skills, such as managing time, organizing information, and solving problems autonomously.

Researcher :Ok, looks like all the questions I asked have been answered, thank you for your time and opportunity, of course I thank Miss Nopela for giving permission, time to do my research at school, for example Nopela, thank you, wassalamualaikum wr rb.

Teacher : You're welcome miss Alfi, waalaikumsalam wr wb.

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 4

Interview Transcript

Transcript of Interview with English Teacher:

Pewawancara : Alfi Hasanah S.Pd.
Narasumber : Guru Bahasa Inggris
Waktu : 13:30 WIB
Tanggal : 29 Mei 2023
Tempat : SMK Perpajakan Riau

C. The Implementation of Autonomous Learning through the use of ICT in Learning English at SMK Perpajakan Riau

Peneliti :Okee, assalamualaikum miss nopela amanda
Guru :Waalaikumsalam msis Alfi
Peneliti :Good afternoon
Guru :Good afternoon
Peneliti :Oke, how are you this afternoon miss
Guru :Ya so far I feel good this afternoon
Peneliti :Have do you lunch
Guru :Yes I have, of course
Peneliti :oke okee so we continue about my riset this the second interview the first with the teacher and the second with the students oke miss barangkali kita melakukan interview dalam bahasa Indonesia aja yam is, supaya penyampaian informasinya tentunya nanti dapat kita pahami satu sama lain.
Guru :Okee
Peneliti :Nah secara garis besar telah membaca apa saja pertanyaan yang akan kita bahas pada siang hari ini, langsung saja kita masuk pada pertanyaan kita yang pertama yaitu bagaimana pendapat miss nopela tentang penerapan pembelajaran Mandiri di sekolah SMK Perpajakan riau ini?
Guru :Sebelumnya terimakasih kepada miss alfi sudah dating kesekolah unruk melakukan interview dengan saya, ya walaupun sebenarnya mungkin saya bukan guru yang begitu bagus lah ya, tapi terimakasih miss alfi sudah memilih saya ikut dalam proses dalam penelitian miss alfi. Disini saya akan mencoba menjawab pertanyaan dari miss alfi yang sampaikan tadi, pendapat saya tentang penerapan mandiri belajar di sekolah ini , ya menurut saya Siswa menjadikan dirinya itu sebagai pengatur dari proses belajar mengajar di sekolah, namun tetap dalam pengawasan atau bimbingan guru karena siswa tidak sepenuhnya mengerti apa yang mereka lakukan. Jadi dalam proses pembelajarannya itu siswa memang dituntut untuk belajar sendiri, mandiri baik itu menggunakan teknologi atau menggunakan aa apa namanya ICT gitu yaa, nah memang siswa ini belajar mandiri

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

menggunakan teknologi tersebut, tapi guru tetap harus membimbing mereka supaya nanti ketika belajar mandiri itu mereka ada tempat untuk bertanya gitu, untuk sharing dengan gurunyaa, dan kami sebagai guru juga selalu menggunakan ICT salah satunya laptop, dan handphone.

Peneliti :Oke okee

Guru :Alasan saya memilih aa belajar mandiri ini didalam dikelas untuk diterapkan itu karena sesuai juga dengan tuntutan kurikulum merdeka yang ada pada SMK Perpajakan Riau ini yang telah diterapkan di kelas X, disekolah ini baru mEnerapkan kurikulum merdeka hanya dikelas X

Peneliti :Okee, seperti RPP yang telah miss tunjukkan kemarin ya miss yaa

Guru :Iyaaa

Peneliti :RPP kurikulum merdeka kelas X, okee

Peneliti :Nah, kita masuk pada pertanyaan yang kedua apa saja aspek yang paling penting menurut miss dalam menumbuhkan kemandirian belajar siswa di dalam kelas khususnya pada pembelajaran bahasa Inggris di SMK Perpajakan ini?

Guru :Mungkin aspek yang paling penting itu sepertinya variasi pembelajaran ya yaitu cara kita sebagai guru dalam penyajian pembelajaran atau konten pembelajaran barangkali bagaimana kita harus mengkreasikan pembelajaran agar menarik untuk siswa-siswi agar menarik minat dan bakat mereka dalam belajar sehingga tumbuh rasa ingin belajar mandiri mereka tumbuh ingin mencari tahu lebih banyak tentang materi yang sedang mereka pelajari

Peneliti :Biasanya materi yang miss dapatkan itu dari mana miss?

Guru :Materi untukkk?

Peneliti :Pembelajarannya?

Guru :Ohh gituu, bisa, bisa dari buku dari buku pegangan guru yang disediakan dari sekolah, bisa juga dari sumber-sumber yang ada di internet, youtube bisa juga aau saya membuat bahan ajar sendiri seperti powerpoint, modul seperti ituu

Peneliti :Okee, nah apa saja prinsip yang seharusnya diterapkan oleh seorang guru bahasa Inggris tentunya dalam meningkatkan kemandirian siswa belajar dikelas di SMK Perpajakan Riau ini?

Guru :Hmm tentunya paling utama yg harus diterapkan pleh guru itu memberikan pemahaman kepada siswa bahwa belajar yang sesungguhnya itu seharusnya tumbuh dari diri mereka sendiri, pasti ya kan. Kalau misalkan mereka belajar tapi tidak tumbuh dari mereka, mereka nanti belajarnya gak iklas

Peneliti :Ya percumaaaa ya miss

Guru :percumaaaaa

Peneliti :Oke okeee

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Guru :Nah jadi tanpa paksaan siapapun karena kan mereka juga yang sudah di jenjang menengah ya kan, SMK sekolah menengah kejuruan yang pasti diharapkan mereka sudah menyadari pentingnya belajar demi masa depan mereka nantikan siapa tau selesai dari SMK ini mereka ada yang mau yambung kuliah atau langsung kerja

Peneliti :Benar benarrr

Guru :Kan disini kan SMK, sudah Kejuruan nanti mereka bisa langsung kerja gitu terjun ke dunia kerja.

Peneliti :Nah kalau d SMK ini miss kan SMK ni miss bukan SMA, apakah pembelajaran bahasa inggris anak-anak disini berbeda dengan dengan SMA?

Guru :Kalau untuk materi mungkin sama secara garis besar cuman perbedaannya ketika praktek, kalau misalnya praktek contoh jurusan OTKP atau perkantoran, nah dijurusan perkantoran itu nanti prakteknya misalnya nelpon, menelpon menggunakan bahasa inggris nah itu secara tak langsung mereka belajar menjadi sekretaris begitu, menjadi drektur

Peneliti :Dikaitkan dengan bahasa inggrisnya miss?

Guru :Iya dikaitkan dengan bahasa inggris dan aa jurusan mereka masing masing.

Peneliti :Okeokeee, ada lagi miss mugkin prinsip yang seharusnya dipegang oleh guru gitu, apalagi gutu bahasa inggris ni?

Guru :Aa intinya kita menghidupkan suasana belajar sih sepertinya, karena kan pada saat ini apalagi generasi- generasi sekarang ini kana da malas malas belajarnyaa, karena pengaruh dari media social, game, jadi kita harus pandai pandai membawakan diri kita k siswa supaya mereka tidak bosan, tidak malas untuk belajar bahasa inggris dan mudah menerima materinya

Peneliti :Oke okee

Guru :Itu ajaa dari saya tentang prinsip prinsip supaya siswa itu meningkatkan kemandirian belajarnyaa

Peneliti :Hmmm okeee nah kita masuk pada pertanyaan selanjutnya ya miss mengenai Bagaimana penerapan kemandirian belajar menggunakan ICT/TIK dalam pembelajaran bahasa Inggris di SMK perpajakan ini?

Guru :Aa disini kami ada beberapa ICT yang selalu kami gunakan dalam menumbuhkan minat belajar mandiri siswa-siswi di sekolah ini seperti yang biasa dipakai itu laptop tapi gak semua siswa yang punya laptop, jaringan internet tentunya, nah disini alhamdulillahnya kita sudah full wifi

Peneliti :Okeee

Guru :Setiap titik udah ada wifi, jadi siswasiswi sudah mudah untuk mengakses internet memakai wifi yang sudah difasilitasi oleh sekolah dan juga mereka di izinkan untuk membawa smartphone atau android

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

mereka masing-masing kesekolah untuk mempermudah mereka a belajar, apalagi belajar mandiri kan, jadi mereka butuh aa alat yang bisa memfasilitasi mereka, seperti itu

Peneliti :Nah apakah laptop yang digunakan difasilitasi oleh sekolah?

Guru :Aa kalau untuk laptop mungkin tidak, mereka bawa masing-masing tapi kalau untuk computer disediakan disekolah, karena disini masing-masing jurusan sudah ada lab nya masing-masing

Peneliti :Okee

Guru :TKJ ada lab nya juga, OTKP ada juga lab nyaa, akuntansi ada juga lab nya dan didalam labor itu sudah disediakan computer untuk siswanya praktek

Peneliti :Berbicara soal labor tadi apakah dalam pembelajaran bahasa inggris dapat digunakan labor tersebut, karena itu fasilitas kesekolah tu, apakah itu juga dapat menunjang dalam pemeblajaran bahasa inggris disekolah nah tentunya menumbuhkan minat belajar mandiri anak, apakah dapat digunakan?

Guru :Bisaaa, dapat digunakan aa ketika misalkan penayangan video, penayangan video dii aa apa namanya memakai infocus atau memakai proyektor tapi kebanyakan aa sekarang ini kami hanya memakai proyektor dikelas karena setiap kelas sudah disediakan proyektor

Peneliti :Sudah lebih praktis yaa

Guru :Ya sudah lebih praktis, jadi gak perlu k labor, paligan ke labornya itu pas ada tugas yang diharuskan mengetik di computer atau laptop, biar lebih menghemat waktu juga

Peneliti :Okeee, nah tadi kan miss nopelamengatakan kalau bentuk teknologi yang guru-guru disini gunakan khususnya guru bahasa inggris itu termasuk juga smartphone android, nah jika mengenai smartphone tentunya banyak aplikasi yang ada disana miss, aplikasi apa yang biasanya digunakan oleh anak anak tersebut didalam handphonenya?

Guru :Untuk aplikasi ini menarik yak arena ketika belajar itu nanti siswa memang dituntut dimana jika mereka punya hp masing-masing jadi mereka itu harus mencari sendiri contoh pakai Google Translate, nanti mereka diperbolehkan untuk mencari arti-arti dari bahasa inggris itu sendiri didalam google translet, itu yang pertama, nah juga menggunakan whatsapp groub , whatsapp groub untuk berbagi materi pembelajaran atau tugas sekiranya tidak sempat untuk dituliskan ketika jam pelajaran, materi itu dikirimkan melalui whatsapp groub

Peneliti :Oke okee lebih praktis ya miss

Guru :Iya lebih praktis, dan jugaa ada beberapa materi yang sudah pernah saya terapkan menggunakan aplikasi canva

Peneliti :okee

Guru :Nah canva itu nanti siswa menghasilkan sebuah product contohnya announcement, membuat poster seperti itu nah ini juga berhubungan

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

dengan kejuruan apalagi anak TKJ mereka akan mendesign didalam canva itu menggunakan handphone mereka masing-masing dan juga sudah pernah saya terapkan menggunakan aplikasi game contohnya quizzes, kahoot itu kan juga menumbuhkan kemandirian mereka, belajar sendiri melalui selluler mereka.

Peneliti :Berarti lebih dominan pembelajarannya menggunakan smartphone begitu miss?

Guru :Iyaaa

Peneliti :Apakah siswa-siswi disini memiliki smartphone masing-masing miss?

Guru :Rata- rata punya

Peneliti :Rata-rata punya yaa, okee. Pertanyaan lanjutan ni miss, bagaimana sih cara miss nopela dalam memaksimalkan keefektifan penerapan pembelajaran mandiri menggunakan ICT / TIK dalam pembelajaran bahasa inggris tentunya di kelas SMK Perpajakan Riau ini? Bagaimana cara miss Nopela dalam memaksimalkan keefektifan penerapan pembelajaran mandiri menggunakan ICT/TIK dalam pembelajaran bahasa Inggris di kelas tentunya?

Guru :Mungkin yang pertama cara mengefektifkan pembelajaran mandiri ini mendorong siswa mencari tahu penjelasan yang lebih dalam ya tentang materi yang sedang mereka pelajari Ya seperti yang kita bahas sebelumnya mendorong minat dan bakat anak-anak tersebut.

Peneliti :Okee

Guru :Yang kedua mungkin menawarkan diri kita sebagai fasilitator bagi mereka

Peneliti :Okee

Guru :Contohnya jika mereka tidak memahami apa yang seharusnya mereka temukan terkadang saya juga mengecek dari kursi ke kursi bagaimana dan sejauh mana yang mereka sudah lakukan atau mereka pahami

Peneliti :Oke miss

Guru :Dan mungkin menyarankan aplikasi apa yang dapat membantu mereka dalam proses belajarnya tadi seperti saya menyarankan penggunaan Google Translate, Google Search aplikasi Kamusku di handphone

Peneliti :Karena kan mereka tidak kadang aplikasi pembelajaran di smartphone mereka yaa, oke miss, nah dapatkah miss menceritakan tahapan penerapan kemandirian belajar menggunakan ICT/TIK dalam pembelajaran bahasa Inggris di SMK perpajakan ini, Tentunya dalam lingkungan kelas atau sekolah lah miss?

Guru :Contoh penerapan kemandirian belajar ya didalam kelas menggunakan ICT

Peneliti :Iyaaa

Guru :Mungkin ini juga berhubungan dengan yang sudah kita lakukan

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

minggu lalu ya miss alfi ketika miss alfi meneliti atau mengobservasi ketika dalam proses pembelajaran dikelas, hal pertama tentunya menyiapkan segala sesuatu untuk KBM (kegiatan belajar mengajar), yang kedua menjelaskan terlebih dahulu materi yang akan dibahas pada saat itu didalam kelas, tentunya sebelum kita memulai ketahap selanjutnya sebagai guru kita harus memberikan pemahaman kepada siswa walaupun itu belajar mandiri namanya tadi ka, tapi kan kita sebagai guru harus memberikan pemhaman dulu, materi dulu kepada siswa supaya nanti siswa tidak kebingungan dengan pemeblajaran, selanjutnya itu setelah kita memberikan materi tentunya teksnya berbahasa Inggris yang miss, saya juga bisa menarik minat siswa untuk mencari arti dari kata-kata yang ada pada slide yang di tampilkan, meminta siswa untuk mencari apaa, ini apa artinyaa gitu, dan mereka boleh mencarinya di google translet atau kamus elektronik yang ada di handphone mereka ataupun kalau mereka mager buka handphone ya pakai kamus

Peneliti :Manual

Guru :Masih ada manual, kita menyiapkan kamus-kamus diperpustakaan jadi siswa tidak perlu lagi membawa kamus

Peneliti :Berarti kamusnya disediakan dari sekolah

Guru :Yaa jadi siswa kalau mau pakai kamus, ketua kelas atau sekretarisnya atau teman yang lainnya boleh mengambil kamus diperpustakaan

Peneliti :Berarti difasilitasi?

Guru :Difasilitasi disini

Peneliti :Okee miss

Guru :Misalkan siswa sudah dapat ni arti dari bahasa inggris yang ada di dalam slide tadi dan setelah dijelaskan juga materinya saya mengirimkan sebuah percakapan teks di groub whatsapp misalkan aa dikelas sesuai materi pada hari itu juga dan di analisis oleh mereka sesuai arahan yang saya berikan, dan juga pastinya siswa akan antusias dalam mengerjakan tugas yang saya berikan apalagi menggunakan Smartphonemereka masing-masing, kan kebanyakan anak anak sekarang suka main handphone gadget gadget gitu lah tertarik mereka untuk belajar

Peneliti :Tapi tetap dalam pengawasan ya miss

Guru :Tetap dalam pengawasan, misalkan nanti mereka memakai handphone ya kalau buka whatsapp tetap kita tegur, jangan chattingan ketika belajar

Peneliti :Ada aturannya ya miss

Guru :Yaa hanya materi yang sudah disampaikan

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

B. What are the factors influencing the implementation of Autonomous Learning Through the use of ICT in Learning English at SMK Perpajakan Riau?

Peneliti :Kita lanjut pada pertanyaan selanjutnya miss, ada beberapa factor yang mempengaruhi penerapan kemandirian belajar melalui pemanfaatan TIK dalam belajar bahasa inggris yakni faktor siswa itu sendiri, factor guru, faktor tugas dan faktor lingkungan. Dari ke empat factor yang saya sebutkan tadi, faktor mana yang mempengaruhi penerapan kemandirian belajar menggunakan ICT/TIK dalam belajar bahasa inggris di SMK Perpajakan Riau ini?

Guru :Menurut saya ini saling terkait ya, Yang pertama peran siswa itu sendiri, pastinya seperti kehadiran fisik ya miss seperti kesehatan kalau sakit siswanya maka mereka tidak dapat mengikuti PBM dan tentuna kurang bagus dalam menyerap informasi yang diberikan oleh guru, bagaimana antusias mereka, motivasi mereka dalam belajar tentu itu sangat penting, yang kedua apa tadi miss?

Peneliti : Faktor guru

Guru :Ya faktor guru, ini hal utama lainnya barangkali ya miss, paket komplit

kalau guru sepertinya yang karena Guru itu kita sebagai fasilitator materi atau pembelajaran ,kita yang mengatur pembelajaran sebagaimana mestinya kita yang mengatur suasana belajar agar terciptanya minat belajar karena saya pun sebagai guru terkadang memberikan reward atau hal kecil yang menyenangkan agar siswa senang belajar bahasa Inggris dengan saya, karena kita tahu bahasa Inggris itu adalah second language di negara kita.Yang ketiga faktor tugas, nah kalau soal tugas kita pasti sudah sama-sama tahu dari sini lah kita mengukur kemampuan pemahaman siswa pada materi yang telah guru sampaikan ya, pemberian tugas pun pastinya yang menarik agar mereka tertantang karena tujuannya ya tadi agar terciptanya kemandirian belajar mereka. Pada faktor tugas ini juga kita dapat mendorong siswa menggunakan ICT/TIK yang telah disediakan di sekolah ataupun teknologi yang mereka punya seperti smartphone tadi yang kita jelaskan sebelumnya, seringnya saya memberikan ruang untuk siswa saya menggunakan Smartphone agar mereka dapat menemukan jawaban atau memudahkan mereka mengerjakan tugas yang telah saya berikan, baik itu di kelas ataupun saya menjadikan tugas itu sebagai pekerjaan rumah mereka ketika waktu PBM tidak mencukupi. Tugas disini terkadang ada yang saya perbolehkan mereka melakukan pembelajaran berkelompok atau kolaboratif ya dan juga secara individu. Terakhir faktor lingkungan, lingkungan tentunya seperti guru, teman sebaya mereka di sekolah. fasilitas yang ada di

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

sekolah, kenyamanan kelas atau kebersihan kelas dan lingkungan ini juga termasuk dalam lingkungan diluar sekolah seperti keluarga mereka, mood mereka pada pagi hari kan mereka bawa dari keluarga terlebih dahulu ya nah itu sangat menentukan tumbuhnya minat kemandirian belajar anak-anak di sekolah.

Peneliti :Selanjutnya ni miss, faktor apa yang memengaruhi keputusan miss nopela untuk mengintegrasikan perangkat TIK dalam mendorong pembelajaran mandiri di kalangan siswa Anda?

Guru :Perkembangan Teknologi tentunya miss alfi, Teknologi yang semakin canggih dan mudah diakses serta mengikuti perkembangan zaman kann. Selanjutnya jika menggunakan TIK keterlibatan siswa dalam belajar akan meningkat dan siswa memiliki kesempatan untuk mengembangkan keterampilan digital mereka, anak anak sekarang kan banyak keponya miss dan bisa tau segala informasi hanya melalui handphone mereka dan seperti yang sudah kita bahas bahwa sekolah juga menyediakan fasilitas internet seperti jaringan wifi.

Peneliti :Terakhir ni mis, strategi atau pendekatan apa yang miss nopela gunakan untuk mendorong kemandirian siswa dan pembelajaran mandiri melalui TIK?

Guru :Ya seperti pembelajaran berbasis proyek kan juga menumbuhkan kemandirian siswa. Siswa dapat diberikan tugas-tugas yang memerlukan penggunaan TIK untuk mencari informasi, membuat presentasi, atau menghasilkan konten kreatif dalam bahasa Inggris, nah nantinya siswa akan mengembangkan keterampilan belajar mandiri, seperti mengelola waktu, mengorganisir informasi dan memecahkan masalah sendiri.

Peneliti :Okeee sepertinya sudah terjawab miss segala pertanyaan yang saya ajukan terimaksih atas waktunya dan kesempatannya tentunya saya ucapkan terimakasih banyak kepada miss nopela sudah memberikan izin, waktu untuk melakukan penelitian saya disekolah mis nopela, terimakasih, wassalamualaikum wr rb.

Guru :Sama-sama miss Alfi, waalaikumsalam wr wb.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 5

Interview Transcripts

Transcript of Interview with Students:

Interviewer : Alfi Hasanah S.Pd.
Interviewee : Six Students
Time : 4.00 p.m
Date : May, 29 th 2023
Place : SMK Perpajakan Riau

B. What are the Factors Influencing the Implementation of Autonomous Learning Through the use of ICT in Learning English at SMK Perpajakan Riau?

Researcher	:	Assalamualaikum wr wb, greetings to all of us, students.
All Students	:	W aalaikumsalam wr wb, yes miss
Researcher	:	How are you this afternoon, students?
Students 1,2,3,4	:	Oo miss
Student 5,6	:	B ok miss
Researcher	:	Miss, I apologize for disturbing your school hours this afternoon
Student 1	:	It's okay miss
Student 3	:	Yes miss it's okay
Researcher	:	Alhamdulillah, can you interview the students for a moment?
Student 3	:	Yess miss
Student 4.5	:	Yes miss, you can
Researcher	:	Well, the purpose of the miss is to conduct interviews like this to continue data collection on the research that Miss has carried out before where Miss wants to find out how the application of autonomous learning through the use of ICT in learning English at the SMK Perpajakan Riau. Previously, you know, in the Merdeka Curriculum, learning autonomous emphasized the current curriculum and ICT as a medium that should be used in the teaching and learning process. Does anyone know what autonomous learning is?
Student 5	:	No , miss
Student 3	:	No miss
Researcher	:	Let miss explain first what autonomous learning is. Autonomous learning or autonomous learning or autonomous learning requires making significant decisions about what, how, and when to learn. The term autonomous learning refers to the ability of younger students to take knowledge into their own hands by enabling them to determine learning objectives, determine content and pace, choose methods and techniques, control the acquisition process, and evaluate what is known. In short, students are able to start

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

learning, control themselves in the teaching and learning process so they are able to evaluate or improve what they learn with the help of ICT or ICT media, especially learning English in class.

Student 1 : Oh, I see
Student 3 : Okay miss
Researcher : In short, it means the students want to learn autonomously through the use of ICT in the classroom, of course under the teacher's supervision, understand?
Student 1 : Understand miss
Student 6 : Yes, I understand miss
Researcher : If you understand, how about an example, hayoooo???
Student 3 : Studying in class is usually told by the teacher miss
Student 4 : Yes miss
Student 5 : I want to study alone Miss, especially when I have daily tests
Student 1 : Me too miss
Researcher : Right, that's one of them, do studentss study at school only using textbooks?
Student 2 : No miss, we often browse on the Internet, miss google
Researcher : Do students use smartphones to study?
Student 4 : Yes miss, I often use a cell phone
Student 5 : Yes, Miss's cellphone
Student 1 : Hoo, that must be a miss
Researcher : Using the smartphone on your own initiative or at the direction of the teacher?
Student 1 : When you are studying, you are asked to miss first, you are afraid you will be scolded
Student 6 : Yes miss, if you use a cell phone you usually miss. Ela told me at the beginning of the lesson, miss
Researcher : When you're studying, suddenly Miss Ela's cell phone is angry, isn't it?
Student 2 : I'm not too angry miss, at least I'm reprimanded by miss but we're scared too
Researcher : You can't use your cell phone while studying in class, especially when the teacher is explaining the lesson
Student 5 : Yes, no miss
Student 6 : No miss
Researcher : Coming back to the core question miss, the growing interest in learning autonomously in using ICT such as smartphones in the classroom, especially in learning English from students, of course there are several factors, namely factors from the students themselves , teacher factors, task factors, and environmental factors. Which factors make students want to study autonomously in the classroom?

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Student 1	:	Teacherrrrr
Student 3	:	Yes teacher
Student 5	:	I was told to miss Ela hahaha
Student 3	:	Task can also be missed, so you have to study
Student 6	:	What is the environment miss?
Researcher	:	Ok, there are those who answer the teacher, there are those who answer task, there are those who ask the meaning of environmental factors. Miss, please explain environmental factors first... Environmental factors here could be school environment factors, maybe ICT facilities at school, right?
Student 6	:	Ooohh I understand miss, we use wifi at school miss, it means environmental factors…
Student 2	:	Yes miss there is wifi please
Student 6	:	Means the environmental factor…
Student 4	:	We have wifi miss
Student 6	:	Hey, shut up first, I want to answer this….
Researcher	:	Haha, it's good that there is wifi. Let's continue sonyyy…..
Student 6	:	Means that environmental factors are also included miss,
Researcher	:	Including, what about your environmental factors?
Student 6	:	I studied before miss, I happen to like learning English miss because I have a high school senior, , I am his neighbor , so if I am watching English, he always knows. It inspires me to be like that. It seems easy. He also helps to do homework, translate English stories. She's smart miss, won 1st place since elementary school miss, and she can sing in English.
Researcher	:	Wow, that's great.
Student 6	:	Yes miss, I want to be like him miss, his English is good
Researcher	:	Good, good. What else is the answer? Someone answered the teacher and the task earlier
Student 4	:	Yes, if there is an task, you want to study, so you miss. Especially if there is homework, if there is homework, I will learn certainly.
Researcher		:Does that mean you have to do homework before you want to study?
Student 4	:	Not really a miss, but if you have homework you are motivated to study
Researcher	:	Yes, yes, right, what about the others?
Student 2	:	It seems that the task are also missed, just like my daughter. If there is homework, tasks, then I will be motivated to learn.
Student 3	:	If tomorrow is the schedule for the study, if there is a task, then if there is a test, like miss's daily test
Researcher	:	If you don't study when you want to take a test, you will get a score of 0 haha
Student 3	:	Yes, that's right miss

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Researcher	:	If the factor comes from you yourself, isn't there?
Student 1	:	It's faster if the teacher asks miss, hehe
Researcher	:	Ok, all right, that's all for our interview this afternoon, thank you very much for taking the time to conduct an interview with Miss, even though you are already tired of wanting to go home from school. Thank you very much students, see you next time
Student 2	:	Yes, miss, it's okay, we're happy to help, miss, you're a good boy
Student 3	:	Come here again, miss
Student 4	:	Yes, miss, you're welcome
Researcher	:	You guys are really good kids, wassalamualaikum, wr wb.
All Students	:	Waaaalaikumsalam wr wb.

UIN SUSKA RIAU

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 6

Interview Transcripts

Transcript of Interview with Students:
Pewawancara : Alfi Hasanah S.Pd.
Narasumber : 6 Siswa
Waktu : 16:00 WIB
Tanggal : 29 Mei 2023
Tempat : SMK Perpajakan Riau

C. What are the Factors Influencing the Implementation of Autonomous Learning Through the use of ICT in Learning English at SMK Perpajakan Riau?

Peneliti :Assalamualaikum wr wb, salam sejahtera untuk kita semua ya students.
Semua Siswa :Waalaikumsalam wr wb, iya miss
Peneliti :Bagaimana kabarnya sore ini adik-adik?
Siswa 1, 2,3,4 :Baik miss
Siswa 5,6 :Baik miss
Peneliti :Sebelumnya miss minta maaf telah mengganngu jam pulang sekolah kalian pada sore ini
Siswa 1 :Gapapa miss
Siswa 3 :Iya miss gapapa
Peneliti :Alhamdulillah, apakah miss boleh mewawancarai adik-adik sebentar?
Siswa 3 :Boleh miss
Siswa 4,5 :Ya miss, boleh
Peneliti :Nah tujuan miss mengadakan wawancara seperti ini untuk melanjutkan pengambilan data pada penelitian yang telah miss jalankan sebelummya dimana miss ingin mencari tahu bagaimana penerapan kemandirian belajar melalui pemanfaatan TIK dalam belajar bahasa inggris di SMK Perpajakan Riau ini. Sebelumnya untuk adik adik ketahui di kurikulum merdeka kemandirian belajar lebih ditekankan pada kurikulum saat ini dan TIK sebagai media yang seharusnya digunakan dalam proses belajar mengajar. Ada yang tau tidak apa itu kemandirian belajar?
Siswa 5 :Gak miss
Siswa 3 :No miss
Peneliti :Sedikit miss jelasin dulu ya apa itu autonomous learning. Autonomous learning atau kemandirian belajar atau pembelajaran mandiri perlu membuat keputusan yang signifikan tentang apa, bagaimana, dan kapan harus belajar. Istilah belajar mandiri ini yakni pada kemampuan peserta adik-adik untuk mengambil pengetahuan ke tangan adik-adik sendiri dengan memungkinkan adik-adik untuk menentukan tujuan

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

pembelajaran, menentukan isi dan kecepatan, memilih metode dan teknik, mengontrol proses perolehan, dan mengevaluasi apa yang diketahui. Singkatnya adik adik mampu memulai pembelajaran, mengontrol diri dalam proses belajar mengajar hingga mampu mengevaluasi atau memperbaiki apa yang adik pelajari dengan bantuan media ICT atau TIK khususnya pembelajaran bahasa inggris di kelas

Siswa 1 :Hoo begituuu
Siswa 3 :Oke miss
Peneliti :Lebih miss singkat lagi, artinya adik-adik mau belajar secara mandiri melalui pemanfaatan TIK di dalam kelas, tentunya dalam pengawasan guru ya, paham?
Siswa 1 :Paham miss
Siswa 6 :Ya, paham miss
Peneliti :Kalau paham bagaimana kira-kira contohnya, hayoooo???
Siswa 3 :Belajar dikelas biasanya disuruh guru miss
Siswa 4 :Iya miss
Siswa 5 :Saya mau belajar sendiri miss, apalagi kalau udah mau ulangan harian
Siswa 1 :Saya juga miss
Peneliti :Benar, itu salah satunya, apakah adik-adik belajar di sekolah hanya menggunakan buku teks?
Siswa 2 :Tidak miss, kami sering browsing di Internet, google miss
Peneliti :Apakah adik-adik menggunakan smartphone untuk belajar?
Siswa 4 :Iya miss, sering pakai hp
Siswa 5 :Iya hp miss
Siswa 1 :Hoo pasti itu miss
Peneliti :Menggunakan smartphonenya inisiatif sendiri atau arahan guru?
Siswa 1 :Kalu waktu belajat tunggu di suruh dulu miss, takut dimarahin
Siswa 6 :iya miss, kalau pakai hp biasanya miss Ela ngasih tau di awal belajar miss
Peneliti :Kalau lagi belajar tiba-tiba menggunakan hp miss Ela marah ya?
Siswa 2 :Gak terlalu marah miss, palingan dintegur miss tapi kami takut juga
Peneliti :Gak boleh main hp ya pada saat belajar dikelas apalagi saat guru menerangkan pelajaran
Siswa 5 :Iya gak miss
Siswa 6 :Gak miss
Peneliti :Balik lagi ni adik-adik ke pertanyaan inti miss, tumbuhnya minat belajar secara mandiri dalam menggunakan ICT seperti smartphone di dalam kelas khususnya dalam belajar bahasa inggris dari diri adik-adik sekalian tentunya ada beberapa faktor, yaitu faktor dari diri adik-adik sendiri, faktor guru, faktor tuga, dan faktor lingkungan. Kira-kira faktor mana yang menjadikan adik-adik mau untuk bekajar secara mandiri di dalam kelas?
Siswa 1 :guruuuuu

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Siswa 3 :ya guru
Siswa 5 :disuruh miss Ela hahaha
Siswa 3 :Tugas bisa jugaa miss, jadi harus belajar
Siswa 6 :Lingkungan itu bagaimana miss?
Peneliti :Okee ada yang jawab guru ada yang jawab tugas, ada yang bertanya arti faktor lingkungan. Miss jelaskan dulu faktor lingkungan ya…faktor lingkungan disini bisa jadi faktor lingkungan sekolah, fasilitas TIK di sekolah mungkin, kan konteksnya untuk memudahkan adik-adik bekajar mandiri, apakah disekolah disediakan wifi atau adik-adik menggunakan paket data masing-masing?
Siswa 6 :Ooohh paham paham misss, kami pakai wifi disekolah miss, berarti faktor ling…
Siswa 2 :Iya miss ada wifi dongg
Siswa 6 :Berarti faktor lingku…
Siswa 4 :Kami ada wifi miss
Siswa 6 :Heehh diam dulu kalian, aku mau jawab ni….
Peneliti :Haha, bagus yaa ada wifi. Ayok lanjutkan sonyyy…..
Siswa 6 :Berarti faktor lingkungan juga termasuk dong miss,
Peneliti :Termasuk, kalau faktor lingkungan kamu bagaimana?
Siswa 6 :saya tela'ah dulu miss,kebetulan saya suka belajar bahasa inggris miss karena saya punya sma,saya tetangganya,jadi kalau saya nonton bahasa inggris dia selalu tahu. Itu menginspirasi saya untuk menjadi seperti itu. Sepertinya mudah. Dia juga membantu mengerjakan pekerjaan rumah, menerjemahkan cerita bahasa Inggris. Dia pintar miss, juara 1 terus sejak SD miss, dan dia bisa menyanyi dalam bahasa inggris.
Peneliti : Wah hebat sekali yaa,
Siswa 6 : Iya mbak, pengen kayak dia miss, bahasa inggrinya jagoo
Peneliti :Bagus, baguss. Yang lain bagaimana jawabannya? Ada yang menjawab guru dan tugas tadi
Siswa 4 :ya kalau ada tugas, mau belajar jadinya miss. Apalagi kalau ada PR, kalau ada PR pasti belajar.
Peneliti :Berarti harus ada PR dulu baru mau belajar?
Siswa 4 :Nggak juga miss, tapi kan kalau ada PR jadi termotivasi belajar miss
Peneliti : Ya ya, benar, yang lain bagaimana?
Siswa 2 : Kayaknya tugas juga miss, sama kayak putri kalau ada PR, tugas, maka saya akan termotivasi untuk belajar.
Siswa 3 : Kalau besok ada jadwal belajar, kalau ada tugas, kalau ada ulangan, kayak ulangan harian miss
Peneliti :Kalau gak belajar pas mau ulangan nanti nilainya 0 ya haha
Siswa 3 :Iya benar miss
Peneliti :Kalu faktornya dari kalian senidir tidak ada ya?
Siswa 1 :Lebih cepat kalau disuruh guru miss, hehe
Peneliti :Oke baiklah adik-adik mungkin sekian wawancara kita pada sore ini,

terimakasih banyak adik-adik telah meluangkan waktunya untuk melakukan sesi wawancara dengan miss, walapun sudah capek ingin pulang sekolah. Terimakasih banyak ya adik-adik, sampai jumpa dilain waktu yaaa

Siswa 2 :Iya miss gapapa, kami senang membantu miss, kai kan anak baik

Siswa 3 :Main kesini lagi ya miss

Siswa 4 :Iya miss sam-sama

Peneliti :Kalian memang anak yang baik, wassalamualaikum, wr wb.

Semua Siswa :Waaalaikumsalam wr wb.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 7

Teacher Lesson Plan
MODUL AJAR

MATA PELAJARAN BAHASA INGGRIS

A. Informasi Umum

1. Identitas Sekolah	
a. Nama Sekolah	SMK Perpajakan Riau
b. Tahun Pelajaran	2022 – 2023
c. Semester	Ganjil/Genap
d. Nama Guru	Nopela Amanda , S.Pd
2. Fase	E
3. Capaian Pembelajaran	Pada akhir fase E, siswa menggunakan teks lisan, tulisan dan visual dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan permirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.
4. Topik/Materi Pembelajaran	TEXT RECOUNT
5. Profil Pelajar Pancasila	1. Mandiri : Regulasi diri: Mengidentifikasi perbedaan emosi yang dirasakannya dan situasi-situasi yang menyebabkannya; serta mengekspresikan secara wajar 2. Kreatif : Menghasilkan gagasan orisinal: Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya 3. Berpikir Kritis : Menghasilkan suatu ide untuk dikembangakan berdasarakan pendapat dalam pertanyaan. 4. Gotong Royong: Bekerjasama, berkolaborasi, menghasilkan suatu ide/pendapat dalam mendeskripsikan suatu tempat.

B. Komponen Inti

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

10.2.1 Siswa mampu memahami makna, Gambaran umum dari teks recount visual /cerita yang diperlihatkan.
10.2.2 Siswa dapat mengidentifikasi tujuan, struktur text dan unsure kebahasaan dari teks recount tulisan dan visual tentang pengalaman pribadi.
10.2.3 Siswa mampu membuat cerita pengalaman sendiri (teks recount)dengan menggunakan bahasa sendiri)

1. Tujuan Pembelajaran

2. Pemahaman Bermakna

Peserta didik mampu merangkai dan menyampaikan ide komplek dengan mengunakan kosa kata dan tata Bahasa dalam tulisan.

3. Pertanyaan Pemantik

1. Apa hobi anda ketika masih kecil?
2. Apa pengalaman yang paling berkesan bagi anda saat masih kecil dulu?

SARANA DAN PRASARANA	
Fasilitas	1. Laptop/ Komputer 2. HP Android 3. Wifi 4. LKPD 5. Alat tulis B. PESERTA DIDIK: 1. Merespon salam dan berdoa 2. Menjawab absensi guru 3. merespon apa yang disampaikan guru 4. Mendengarkan informasi guru
Tempat belajar	Ruang Kelas
Jumlah Peserta Didik	25 – 30 Peserta didik
Ketersediaan Materi	Pengayaan untuk peserta didik berpencapaian tinggi : ada
Pendekatan, model dan teknik pembelajaran	1. Pendekatan : Saintifik dan TPACK 2. Model : PBL (Problem Based Learning) 3. Teknik : Tanya Jawab, Diskusi, Penugasan

Kegiatan Pembelajaran	Personal
Materi ajar	Text Recount
Alat dan Bahan	1. Peserta didik diperbolehkan menggunakan HP android / smartphone did dalam proses belajar mengajar. 2. Aplikasi Google Translet, Kamus-ku. 3. Microsoft Power Point

Langkah Langkah pembelajaran	
Kegiatan Pendahuluan (10 Menit)	KEGIATAN AWAL: - Salam pembuka dan berdoa - Melakukan absensi - Meminta peserta didik menyiapkan perlengkapan sekolah seperti buku pelajaran. - Meminta peserta didik untuk menanyakan kesulitan mengenai materi sebelumnya APERSEPSI - Guru memberikan gambaran tentang pentingnya memahami Recount Text - Sebagai apersepsi untuk mendorong rasa ingin tahu dan berpikir kritis, maka guru, memberikan pertanyaan seperti: have you ever make recount? - Guru menyampaikan tujuan pembelajaran yang ingin dicapai.

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
UIN SUSKA RIAU

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Kegiatan Inti (35 Menit)	A. GURU: **Tahap 1. Orientasi peserta didik terhadap masalah** - Menjelaskan secara singkat tentang materi text recount dan memberikan pertanyaan pertanyaan - Guru meminta peserta didik mencari pengertian recount text - Guru menampilkan PPT **Tahap 2. Mengorganisasi peserta didik** - Guru menyarankan peserta didik untuk memahami lebih baik tentang text recount - Guru memberikan peluang ke peserta didik untuk mencari informasi tambahan melalui aplikasi google search dari hp android peserta didik **Tahap 3. Membimbing penyelidikan secara individu maupun kelompok** - Peserta didik berkonsultasi dengan guru jika ada yang kurang jelas - Guru menginformasikan peserta didik untuk membuat kesimpulan tentang Recount Text - Guru memberikan scaffolding bagi peserta didik yang kebingungan dengan cara mengingatkan peserta didik fungsi social dari Recount Text **Tahap 4. Mengembangkan dan menyajikan hasil karya** - Guru meminta peserta untuk membuat satu teks Recount Text secaramandiri. - Guru berkeliling mencermati peserta didik dalam menyusun teks - Peserta didik diminta mempresentasikan hasil kerjanya

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

	Tahap 5. Menganalisis dan mengevaluasi proses pemecahan masalah - Peserta didik bersama guru membahasas hasil kerja peserta didik Guru melibatkan peserta didik lain untuk mengevaluasi hasi kerja.
Kegiatan Penutup	- Merefleksi dan membuat kesimpulan bersama siswa - Menutup pelajaran.
Penilaian Kompetensi atau Kemampuan serta Pengetahuan	- Peserta didik mampu memahami makna, Gambaran umum dari teks recount visual/cerita yang diperlihatkan - dapat mengidentifikasi tujuan, struktur text dan unsure kebahasaan dariteks recount tulisan dan visual tentang pengalaman pribadi.
asesmen	1. Observasi 2. Performa/demonstrasi 3. Test
Kriteria penilaian	Kualitatif
Refleksi Peserta Didik	Pertanyaan : - apakah kamu suka kegiatan pembelajaran ini - adakah kesulitan dalam kegiatan pembelajaran ini? Sebutkan!
Sumber Ajar	Materi pada Microsoft Power point, Video Youtube
LKPD	Terlampir

Pekanbaru, 29 Mei 2023

Kepala Sekolah SMK Perpajakan Riau **Guru Mata Pelajaran**

Dr. Decky Saputra, M.Pd.I
NIK.

Nopela Amanda, S.Pd
NIK. -

UIN SUSKA RIAU
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Appendix 8

Photographs of Interview

A. Interview with Teacher

B. Interview with Students (FGD)

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
PEKANBARU

Pekanbaru,

Nomor : 800/Disdik/1.3/2023/ 6886
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth. Kepala SMK Perpajakan Riau
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/55910 Tanggal 4 Mei 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	: **ALFI HASANAH**
NIM/KTP	: 22190123842
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S2
Judul Penelitian	: **EXPLORING THE IMPLEMENTATION OF AUTONOMOUS LEARNING THROUGH THE USE OF ICT IN LEARNING ENGLISH AT SMK PERPAJAKAN RIAU**
Lokasi Penelitian	: SMK PERPAJAKAN RIAU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

TATI LINDAWATI,SH,M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Direktur Program Pascasarjana UIN Suska Riau

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
UIN SUSKA RIAU
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Website: https//pasca.uin-suska.ac.id Email : pasca@uin-suska.ac.id

Nomor : B-1417/Un.04/Ps/HM.01/04/2023 Pekanbaru, 17 April 2023
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: Alfi Hasanah
NIM	: 22190123842
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2023
Judul Tesis/Disertasi	: Exploring the Implementation of Autonomous Learning Through the Use of ICT in Learning English at SMK Perpajakan Riau

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari Jl. Purnama No.5, Tanah Merah, Kec. Siak Hulu, Kabupaten Kampar, Riau 28284

Waktu Penelitian: 3 Bulan (17 April 2023 s.d 17 Juli 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

UIN SUSKA RIAU

Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ALFI HASANAH
NIM : 22190123842
PRODI : PAI
KONSENTRASI : PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1.	Selasa / 07/3-23	Pengaruh qa'idah shorfiah untuk	Nurul	
		meningkatkan keterampilan membaca	Hidayah	
		siswa kelas II MA pondok pesantren	(22190724	
		Mu'allimin Muhammadiyah Bangkinang	010)	
		Kota		
2.	Selasa / 07/3-23	Evaluasi buku ajar bahasa Arab	Dwi binti	
		kelas VII di SMP IT Sohibul	M Asfufah	
		Qur'an	(22190723105)	
		-		
3.	Selasa 7/03-23	Program Pembelajaran Bahasa	Miftahiyah	
		Arab di Pondok Pesantren Teknologi	Ulfah	
		Riau	(22190723	
			105)	

Pekanbaru 07-03-2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : ALFI HASANAH
NIM : 22190123842
PRODI : PAI
KONSENTRASI : PBI

NO	HARI/TGL	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1.	Rabu/05-04-23	Pengaruh literasi zakat pendapatan dan kepercayaan terhadap keputusan Muzaki membayar zakat melalui platform fintech di kabupaten Padang Lawas, Sumut	Romatuwa Lubis	f
2.	Rabu/05-04-23	Pengaruh label halal, komposisi bahan pangan dan religiusitas terhadap minat beli produk pangan mie instan di kel. Langgini. Kec. Bangkinang Kota	Melati Julia.	f

Pekanbaru, 05 -04 2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/55910
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B-1417/Uŋ.04/Ps/HM.01/04/2023 Tanggal 17 April 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**ALFI HASANAH**
2. NIM / KTP	:	22190123842
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**EXPLORING THE IMPLEMENTATION OF AUTONOMOUS LEARNING THROUGH THE USE OF ICT IN LEARNING ENGLISH AT SMK PERPAJAKAN RIAU**
7. Lokasi Penelitian	:	SMK PERPAJAKAN RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 4 Mei 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

YAYASAN SYAKSHIYATUL UMMAH
SMK PERPAJAKAN RIAU
Jl. Pasir Putih/Purnama, Dusun III Bencah Limbat Pandau Jaya
Website: www.smkperpajakanriau.sch.id Email:smkperpajakanriau@gmail.com
Telp.☎ (0761) 8442620 - Hp. 0812-6165-7355/ 0812-6130-7732
NPSN: 69965300

SURAT KETERANGAN

Nomor: 813/SMK-Per/EX/VI/2023

Yang bertanda tangan di bawah ini, Kepala SMK Perpajakan Riau menerangkan bahwa:

Nama	: Alfi Hasanah
NIM	: 22190123842
Program Studi	: Pendidikan Agama Islam
Kosentrasi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Jenjang	: Strata Dua (S2)

Benar-benar telah melakukan penelitian mulai dari tanggal 22 Mei – 5 Juni 2023 di SMK Perpajakan Riau untuk menyusun tesis dengan judul "EXPLORING THE IMPLEMENTATION OF AUTONOMOUS LEARNING THE USE OF ICT IN LEARING ENGLISH AT SMK PERPAJAKAN RIAU".

Demikianlah surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Dikeluarkan di : Kampar
Pada Tanggal : 15 Juni 2023
Kepala Sekolah,

Dr. DECKY SAPUTRA, M.Pd.I.
NIGTY 19850804171001

Tembusan:

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

UIN SUSKA RIAU
PUSAT PENGEMBANGAN BAHASA

CENTER FOR LANGUAGE DEVELOPMENT

State Islamic University of Sultan Syarif Kasim Riau

مركز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية رياو

CERTIFICATE OF ACHIEVEMENT

This is to certify that

ALFI HASANAH

achieved the following scores on the

TOEFL *Prediction* Test

Listening Comprehension	:	52
Structure & Written Expressions	:	55
Reading Comprehension	:	58
Overall Score	**:**	**535**

Expired Date: *March 03, 2025*

TOEFL Prediction Test® Certificate **is provided by** *Center for Language Development of State Islamic University of Sultan Syarif Kasim Riau. The score and information presenr=ted in this score report are approved.*

Address: Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28124
WA: +6281261656566
Email: pb@uin-suska.ac.id
Website : www. pb.uinsuska.ac.id
BRONZE : 04.04.2708.02.1.000418

Date of Birth: July 07, 1997
Students Number: 22190123842
Sex: Female
Test Form: Online Test
Date of Test: March 03, 2023

Promadi, Ph.D
Reg. No. 19640827 199103 1 009
The Director of Center for Language Development

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Penggutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Penggutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Akreditasi B
SK No: 197/BAN PAUD DAN PNF/AKR/2019

HOMIE ENGLISH

in collaboration with

GLOBAL LANGUAGES COURSE
Provide magnificent language services

Izin No: 420/BID.PAUD.PNF/2/VIII/2017/309

اختبار الكفاءة اللغة العربية لغير نطقين بها

شهادة الانجاز

هذا لتشهيد ان

اسم : ALFI HASANAH

رقم الهوية : 1401137107970001

تاريخ : 01-07-2021

صلح حتى : 01-07-2023

حصل النتيجة التالية فى اختبار لمعرفة الكفاءة اللغوية

الاستماع : 51

القواعد : 55

القراءة : 43

النتيجة : 497

No. 333/HOMIE/VII/2021

Robi Kurniawan, M. A.
Homie English Director

Izin No: 420/BID.PAUD.PNF/2/XII/2017/8700
Under the auspices of:
HOMIE ENGLISH
At: Pekanbaru
Date: 01-07-2021

UIN SUSKA RIAU

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
   a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Penggutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Penggutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang menggumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU

Sertifikat

Nomor: B-2295/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	:	**Alfi Hasanah**
NIM	:	**22190123842**
Judul	:	**Exploring The Implementation Of Autonomous Learning Through The Use Of Ict In Learning English At SMK Perpajakan Riau**

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi **Tesis** Sebesar **(24%)** di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

Mengetahui
Direktur Pascasarjana

Prof. Dr. Ilyas Husti, MA
NIP. 196112301989031002

Pekanbaru, 23 Juni 2023
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

© Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau
Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Penggutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Penggutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Co Promotor *	Keterangan
1.	17/09-2023	Revisi Chapter I, Chapter II, Chapter III		
2.	15/05-2023	Acc to the Next Process		
3.				
4.				
5.				
6.				

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 22-6-2023

Pembimbing II / Co Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing / Promotor *	Keterangan
1.	27/01-2023	Perbaikan Chapter I		
2.	16/02-2023	Revisi Chapter I		
3.	07/03-2023	Revisi Chapter II		
4.	29/03-2023	Revisi Chapter III		
5.	09/06-2023	Revisi Chapter IV		
6.	20/06-2023	Approv to examination		

Catatan :
**Coret yang tidak perlu*

Pekanbaru, 20-6-2023

Pembimbing I / Promotor*