

**AN ANALYSIS OF STUDENTS' EFFORT TOWARD  
INDEPENDENT LEARNING BEYOND THE CLASSROOM**

**THESIS**

**Submitted in partial of fulfilment of requirement  
for degree of bachelor in English Department**

**Submitted by**

**ANNISA SUSANTI**

**Student of Faculty of Education and Teacher Training  
Department of English Language Education  
Reg. No. 231324351**



**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
BANDA ACEH  
2017**

**THESIS**

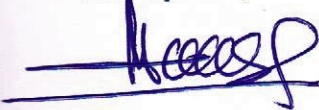
**Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University Darussalam Banda Aceh  
In partial Fulfillment of the Requirements  
for Sarjana Degree (S-1)  
on Teacher Education**

**By:**

**ANNISA SUSANTI  
Student of Faculty of Education and Teacher Training  
Department of English Language Education  
Reg. No. 231324351**

**Approved by:**

**Main Supervisor,**



**Dr. Muhammad AR, M.Ed**

**NIP. 196007211997031001**

**Co Supervisor,**



**Dr. T. Zulfikar, M.Ed**

**NIP. 197804302001121002**

It has been defended in Sidang Munaqasyah in front of  
the Council of Examiners for Working Paper and  
has been accepted in Partial Fulfillment of  
the Requirements for Sarjana Degree S-1  
on Teacher Education

on:

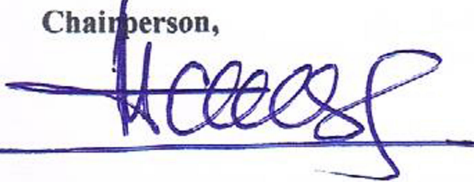
Tuesday, August 8<sup>th</sup>, 2017 M  
Dzul-Qaridah 15<sup>th</sup>, 1438 H

at

Darussalam – Banda Aceh

THE COUNCIL OF EXAMINERS:

Chairperson,



Dr. Muhammad AR, M.Ed

Secretary,



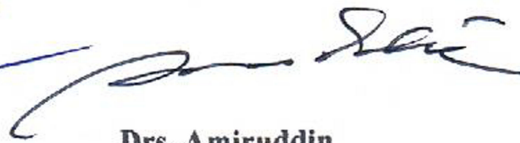
Mulia, M.Pd

Member,



Dr. T. Zulfikar, S.Ag., M.Ed

Member,



Drs. Amiruddin

Certified by:

✓ The Dean of Faculty of Tarbiyah and Teacher Training  
Ar-Raniry State Islamic University ✓



  
Dr. Muhiburrahman, M. Ag  
NIP. 19710908 2001121 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln.SyeikhAbdurRaufKopelma Darussalam Banda Aceh  
Email:pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Annisa Susanti  
NIM : 231324351  
Tempat/Tgl. Lahir : Tapaktuan/13 April 1995  
Alamat : Jln. T.Nyak Arief ,Darussalam, Banda Aceh

Judul Skripsi : An Analysis of Students' Efforts Toward Independent Learning Beyond the Classroom

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 25/Juli /2017

Saya yang membuat surat pernyataan,

Tanda Tang:  

(Annisa Susanti)

## **ABSTRACT**

Learning is very important for everyone, especially to the English Department student as a candidate of teacher, but the chance to learn in campus is very limited. So independent learning is an excellent solution to the problem. This research aimed at investigating English Department students' efforts toward independent learning beyond the classroom. The research question in this study are: what are students efforts toward independent learning beyond the classroom ? Are there any factors contributing to their choice of engaging in independent learning. The informants of this research are 10 of ELT students at last years of UIN AR-RANIRY batch 2013/2014. The process of collecting data of this research was conducted by using semi-structured interview. Then, I analyzed the collected data by using qualitative data analysis. The result shows that, students have good idea on efforts that they were applied, such as always practice, manage time for each subject and compared other information by discussing with other lecturers. Besides, there are some positive and negative factors contributing to their choice of engaging in independent learning, however both of those factors have the best influence for students in improving enthusiasm in learning. Students are suggested to use independent learning approach, because it helps the students to be more focus, motivated, and enthusiastic in learning, especially in learning English.

*Keywords:* Independent learning, learning beyond the classroom

## ACKNOWLEDGMENT



First of all, I would like to express my gratitude to ALLAH swt, who gives me the strength and health to finish this thesis. Greeting, praying, and loving, I present to our beloved prophet Muhammad saw, his family and companions.

In this occasion, I would like to extend my sincere gratitude to Mr. Syamsul Bahri, M.A.TESOL., Mr. Dr. Muhammad AR, M.Ed., and Mr. Dr, T. Zulfikar, M.Ed. for their kindness to be my supervisors and advisors, and also for their guidance and valuable suggestions.

My appreciation is also addressed to the head of English Deptment of Faculty, all lectures and staff especially at English Department and generally in UIN Ar-Raniry.

Above of all, I could say nothing but express the incredible and unbounded thanks to my beloved father and mother as the greatest motivators in life who always support me in every ways wisely and patiently . May Allah blesses you all with strengths and happiness in this life and hereafter.

Finally, my greatest gratitude to all my friends since at elementary school until today and also my friends at The Faculty of Tarbiyah and Teacher Training batch 2013 who motivated me to finish my study in UIN Ar-Raniry immediately.

At last, I realize that this thesis is still far from perfection. Therefore, corrections, constructive critics, and suggenstions from the readers are invited to complete this thesis.

Banda Aceh, July 25<sup>th</sup>, 2017

The writer

## CONTENT

<b>DECLARATION LETTER .....</b>	<b>i</b>
<b>ABSTRACT.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iii</b>
<b>CONTENT .....</b>	<b>v</b>
<b>LIST OF APPENDICES .....</b>	<b>vi</b>
<b>CHAPTER I: INTRODUCTION .....</b>	<b>1</b>
A. Background of Study .....	1
B. The Research Questions .....	3
C. The Aim of Study .....	4
D. Significance of the study.....	4
E. Terminology .....	4
<b>CHAPTER II: REVIEW OF LITERATURE.....</b>	<b>6</b>
A. Independent Learning .....	6
B. Learning beyond the classroom .....	15
<b>CHAPTER III: RESEARCH PROCEDURE .....</b>	<b>17</b>
A. Brief Description of UIN Ar-Raniry .....	17
B. Research Design .....	19
C. Informants.....	20
D. Technique of Data Collection .....	21
E. Technique of Data Analysis .....	22
<b>CHAPTER IV: RESULT AND DISCUSSION.....</b>	<b>24</b>
A. Research Findings .....	24
B. Discussion.....	35
<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS.....</b>	<b>38</b>
A. Conclusions .....	38
B. Suggestions.....	39
<b>REFERENCES .....</b>	<b>40</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, the research questions of the study, the research aims, the significance of study, and the terminology to provide a better understanding of the study.

#### **A. Background of Study**

Learning is very important for everyone, especially to the English Department student as a candidate of teacher, but the chance to learn in campus is very limited. So independent learning is an excellent solution to the problem. It has become fundamental in learning that to be successful in their studies, the students need to be not only active learners within the classroom but also beyond the classroom. The learners have to be creative to evaluate themselves in achieving their skills by promoting an independent learning beyond the classroom.

Independent learning is considered as an appropriate method for students, and the student should be aware that the learning process in higher education is different from that of in high school. In the college, students are required to have a big responsibility over their own learning, unlike in a school the students are still dependent on the teacher. Based on Appleby (2006) the most generally cited difference between how learning takes place in high school versus college is about the responsibility.



Independent learning is also known by a number of other terms: autonomous learning, self-directed learning, independent study and self-regulated learning (Broad, 2006). All these terms refer to a concept where learners are involved in their own learning process.

The concept of independent learning is not new, but there are many students still don't know about the application. Independent learning is presented as something of value that is expected to take place at university.

Independent learning is learning activities carried out by students with his freedom to determine and manage their own learning materials, time, place, and take advantage of a wide range of learning resources that are required. The expected freedom students have a sense of high responsibility in relationships and skillfully utilizing learning resources. According to Dickinson (1992, as cited in Broad 2006) independent learning is a behaviour or set of behaviours where the learner takes 'active' responsibility for the learning process. Through the process of independent learning, students gain the opportunity and facilities to build their own knowledge so that they will gain a deep understanding, and ultimately can improve the quality of students.

To get more information on this research, I have conducted a pilot study in UIN Ar-Raniry, especially at the Department of English Language Education in the faculty of education and teacher training, on 11 October 2016. This pilot study aimed at investigating students' perception on independent learning beyond the classroom. Some students of English Department were chosen as participants in

the pilot study. They were interviewed and given questionnaire, with some questions close form questionnaire and direct interview.

Based on the finding of pilot study, I found that the majority of the students understood the concept of independent learning. They were even very interested and agreed that independent learning can improve learning achievement. However, the applications of independent learning methods are still reluctant to be done by students. Based on the answers I obtained, I realized that students prefer to learn more from handout provided by lecturers without any initiative to prepare a material from syllabus that has been given.

English language learning in UIN Ar-Raniry can be more effective and successful by encouraging independent learning. University should be required students to take responsibility for their own learning, to be more self-directed, to make decisions about what they will focus on and how much time they will spend on learning both inside and outside the classroom. In fact, I found that the dependence of English Department students on the lecturer is very high. In such circumstances, the role of students in developing learning absolutely nothing.

Based on the elaboration above, I am interested in conducting a study on investigating students effort toward the independent learning.

## **B. Research Questions**

Based on the background of the study above I formulate the following problems, they are :

1. What are students' effort toward independent learning?
2. Are there any factors contributing to their choice of engaging in independent learning ?

## **C. The Aim of the Study**

This study aimed to find out English Department Students' effort toward independent learning beyond the classroom. This study will explore all kinds of effort that carried out by students toward independent learning. And also to determine whether any factors contributing to their independent learning or not.

## **D. Significance of the study**

This study is expected to give benefits within the scope of education and to provide useful information about independent learning for the readers.

For the students this thesis will increase their knowledge about the effort toward independent learning and make them realize their weakness in learning. Meanwhile, for the lecturers, it is hoped to help students in order to improve the effectiveness in learning. Besides, it could be used as one of the valuable references in conducting further research related to this research.

## **E. Terminologies**

In this research I need to explain some terms related to this research, in order to make the reader does not get misunderstanding, as follows;

### 1. Analysis

Analysis is getting information to solve some problems in the corporation going out and seeking opinion on optimal, actual, feelings, causes, and solution.

### 2. Effort

According to cambridge dictionary, effort is physical or mental activity needed to achieve something.

### 3. Independent Learning

Independent Learning is people who accept more and more responsibility for their own learning, for setting goals and objectives, for finding resources, and for evaluating the outcomes of their learning activities.

### 4. Learning beyond the classroom

Learning beyond the classroom means that students take responsibility for their own learning when they participate in out-of-class activities and event that enrich the educational experience. In this case, the students learn based on their own desirability.

## **LIST OF APPENDICES**

Number

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research from Faculty of Education and Teacher Training
- III. Confirmation Letter of Conducted Research from English Department
- IV. Autobiography

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the review of related literature. It covers about supporting theories that relate to the research topic.

#### **A. Independent Learning**

##### **a. Definition of Independent Learning**

Independent learning is also known by a number of other terms: autonomous learning, self-directed learning, independent study and self-regulated learning (Broad, 2006). All these terms refer to a concept where learners are involved in their own learning process. There are many definitions of Independent Learning explained by some experts.

Anderson (2007) mention that independent learning is an act of students who have big responsibility for their own learning. For determine the goals and objectives of learning, search for materials and learning resources, and then measure learning outcomes based on the learning activities they have done. This involves learners taking obligation for their own learning by their efforts as an aim of study (Boud, 2012). It is supported by Iwasiw (1987) as cited in Child, Crooks, and Ellis (2001) revealed that independent learning learners are responsible for identifying their own learning needs, determining their learning objectives, deciding how to evaluate learning outcomes, identifying and pursuing learning resources and strategies, and evaluating the end product of learning.

Abdullah (2001) as cited in Couillault (2011) divide the definition of independent learning into 6 points, they are:

1. Learners are responsible for their own learning and self-management and monitoring are part of that learning responsibility.
2. Learner motivation plays a key role in determining the effort made by a learner.
3. As independent learning evolves in a given learning environment, control will slowly shift away from the teacher and toward the student;
4. Learning is made visible onto prior learning and strategies for learning that have worked previously.
5. Independent learning is collaborative.
6. Independent learning creates ability within the learner, not only within the current field of endeavor, but enables knowledge and concept transfer to new learning situations.

Meyer, Haywood, and Sachdev (2008) defined independent learning as being motivated to take responsibility for their learning. This statement is supported by Cole and Chan (1994) mentioned in Koçak (2003) students who apply independent learning are self-employed to learn without relying on others direction from teachers, parents, or the environment. In other words they do learning based on their own desire without coercion from others.

By applying the method of independent learning, then the students no longer become passive in the classroom. Baxter and Gray (2001, as cited in

Tärnvik, 2007) mention that the learning process in higher education should not only depend on the teaching given by the lecturers in the class, but the students are also expected to be active at the time of learning so that the lecturer's role in the classroom is only as a facilitator.

The experts said, independent learning is an active learning activities, who are interested by the intention or motive to master something needed to overcome something, and built with correct knowledge or competencies that have been owned. Independent learning provides opportunities for students to determine: learning objectives, learning resources and learning activities according to their own needs, students take steps to decide what, when and how to learn and try to use methods that support their activities learning. Learners recognize that they are the learning experts for their own learning. They are able to choose the skills they wish to focus on, the kind of activities they do, and the length of time they spend doing them. In other words independent learning is an activity that is entirely under the control of the learner.

#### **b. Characteristic of Independent Learning**

Moore (2013) Stated that the system of independent study is not a way of learning that is stand alone, where the students learn on its own without the help of others. However, independent study took place with the help of others as teacher, tutor, mentor, and peers. This is supported by Jalkanen, Jokinen, and Taalas (2015), the tutor acts as facilitator and a friend for the learners. These are some of the role of the teachers as facilitators to improve students' ability in independent learning:



1. Create an atmosphere which allows learners acquire a learning experience.
2. Helps learners to understand their learning goals.
3. Encourage learners to be able to implement the goals achieved by any learners into something meaningful for life.
4. Trying to put itself as a learning resource that can be utilized by participants of the learning.

Merriam (2001) distinguishes the system of independent study with traditional learning systems with the term pedagogy and andragogy. The concept of pedagogy looked at the learner as an object, in this case learner is being taught about something. While the concept of andragogy looked learner as the subject, the role of the teacher is to facilitate learning.

There are some characteristic of independent learning that written by Candy (1991):

1. Curiosity – Independent learners want to find out more about the knowledge. They find out ways to explore. They learn from various angles and formats, not just traditional instruction. They are proactive and find ways to access additional lesson supplements on their own.
2. Self-motivation. Intrinsic motivation far surpasses any prize or reward system. Independent learners are motivated by setting internal goals to achieve. They are driven by their own personal achievement.

3. Self-examination –Independent learners know how to evaluate themselves. They can see their strengths and weaknesses. They strive for measurable progress and often chart their accomplishments and failures.
4. Accountability – Responsibility means knowing what you have to do and doing it without anyone telling you to. The sooner a student becomes responsible for consequences, the less dependent he will be outside sources for discipline or motivation.
5. Critical thinking – Independent learners think critically of a situation. They examine all possibilities and often come up with multiple solutions. They don't just memorize. Rather they ask "why?" and formulate answers based on real-world observation and intelligent deduction.
6. Persistence – Independent learners don't give up. They strive to understand a concept as much as possible on their own before asking for help. They also apply self-discipline in not finding the easy answer to a problem. They teach themselves and generally only ask question after failure to find a solution on their own.

Characteristic of independent learning is based on natural tendency for learners to take control over their own learning. Based on some independent learning characteristic above it can be concluded that, to become an independent learning, learner must fully employ these characteristics in learning.

### **c. Strategy of Independent Learning**

Strategy is a method or plan chosen to bring about desired future, such as achievement of a goal or solution to a problem. A learning strategy refers to students' self-generated thoughts, feelings, and actions, which are systematically oriented toward attainment of their goals. Strategy is the most important in learning. Nunan (1999) stated that, language learning strategy is important to learn because it can make students more active in learning, make them more aware of language learning process and control their own learning. There are some of learning strategy in independent learning, they are :

#### **a. Goal setting**

Goal is desired result or possible outcome that a person plans and commits to achieve. According to Locke & Latham (2002) goal setting is the aim of an action or task that a person consciously desires to achieve or obtain. Goal setting involves the conscious process of establishing levels of performance in order to obtain desirable outcomes. If students set a long term goal to do well in exam, then he or she also set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success in the exam.

#### **b. Planning**

Planning can help students to ensure their educational objectives which are achieved. Refer to Zimmerman (2008) planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful. Thus, plan is good method for promoting independent learning.

c. Self motivation

Being self motivated means being ready for driven, focused discussion and behavior and smart enough not to be manipulated and to be open to positive learning. It is important to the process of independent learning because it requires learners to assume control over their learning (Bandura, 1993). Additionally, self motivation occurs in the absence of external reward or incentives and can therefore be a strong indicator that a learner is becoming more independent.

d. Attention control

Attention control refers to an individual's capacity to choose what they pay attention to and what they ignore (Posner and Petersen, 1990). Attention control can be described as an individual's ability to concentrate. Students have to learn how to do this in independent learning, in order to do this teachers can help their students to control their attention by removing stimuli that may cause distraction.

e. Flexible use of strategies

Paris and Paris (2001) claimed that successful learners are able to implement multiple learning strategies as needed to facilitate their progress toward their goals. By modeling how to use new strategies and providing appropriate amounts of stage as students practice, teachers can help learners become independent strategy users.

f. Self monitoring

Refer to Rowe and Rafferty (2013) students must assume for their learning and achievement outcomes in order to become strategies learners. Independent

learners take on the responsibility by monitoring their progress towards learning goal. Students must set their own learning goals, plan ahead, and independently motivate themselves to achieve their goals.

g. Help seeking

Schunk and Zimmerman (2007) articulated that independent learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary. It means that learners have to seek help from people who more understand, such as teacher, friend and internet.

h. Self evaluation.

Schraw, Crippen, and Hartley (2006) noted that students are more likely to become independent learners when they are able to evaluate their own learning, independent of teacher issued to summative assessment. This practice enables students to evaluate their learning strategies and make adjustment for similar tasks in their future (Zimmerman & Schunk, 2001).

To sum up, independent learners are able to set short and long term goals for their learning, plan ahead to accomplish their goals. By focusing on this goal students will likely find themselves to step back, safe in the knowledge that they are working truly independently.

### **e. Benefits of Independent Learning**

Independent learning is very useful for the learners who apply this approach in their learning. There are some benefit of independent learning according to Hargis (2000), they are :

#### **a. Developing Thinking skills**

Problem solving teaches students to consider multiple perspective on a given situation or phenomenon. This develops flexibility in thinking and reasoning skills, as students compare and contrast various possibilities in order to draw their conclusions. Students learn to question ideas and knowledge through the process of comparing and contrasting alternative ideas and context. Thus, students learn to support their conclusions with evidence and logical arguments.

#### **b. Developing communication and social skills**

Students learn how to communicate their ideas and findings with others. This becomes a self-assessment activity, whereby the students gain more insight into how well they actually understand the concept at hand. This is essential to success in learning, since they will always be exposed to a variety of experiences in which they will have to navigate among others idea.

#### **c. Encouraging alternative methods of assessment**

Independent learners know good strategy to encourage their comprehension in learning. Learners engaging the creative instincts to develop knowledge through a variety ways. The students are also more likely to retain and transfer the new knowledge to real life.

d. Helping students to transfer skills to the real world

Students adapt learning to the real world, gaining problem solving skills and ability to do a critical analysis of a given set of data. These skills enable to a constantly changing real word environment.

e. Promoting intrinsic motivation to learn

Constructivism recognizes and validates the students' point of view, so that rather than being wrong or right the student reevaluates and readjusts their knowledge and understanding.

## **B. Learning Beyond the Classroom**

Learning beyond the classroom is the use of places other than the classroom for teaching and learning. There are some definitions of learning beyond the classroom proposed by experts.

Kuh (1991) points out that learning beyond the classroom includes all of the activity conducted by students beyond the classroom, such as membership in student clubs and organization, volunteerism, athletic team participation, and campus leadership opportunities.

During learning beyond the classroom the learner choose to use newspapers, television, and conversation with native English speakers to acquire language learning (Thomas, 1996). This statement supported by Pickard (1996) argued that listening to the radio, reading newspapers, and novels beyond the classroom appear to rank highest in students learning activities.

Freeman (2005) articulated that watching television, going to the cinema, listening to the music and interacting with native speakers are the activities that beyond the classroom learner do. Furthermore, Hyland (2004) stated that the activities students in learning English including speaking, writing, listening, reading skills, such as speaking with family members, talking to people in the streets, talking on the phone, speaking with friend, chatting to foreigners, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspaper and magazine, watching television programs, watching videos, surfing the internet, reading academic books, and writing e-mail in ranking order. Learning beyond the classroom conveyed by Hyland can cover all statements or arguments by the theorist before.

According to the explanation above, it can be concluded that there are many activities beyond the classroom that students can carry out in learning independently. Learning is not always done by serious and monotonous ways. Based on the opinion of the experts above, it proved that learning can be done in preoccupied ways, such as reading novels, chatting to foreigners and listening to songs. Although those example is not directly related to the material but students can obtained their knowledge and ability through this activities.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of several aspects of methodology including the location, research design, research participant, technique of data collection, and technique of data analysis.

#### **A. Brief Description of Research Location**

This study was conducted in English Language Education Department (PBI) of UIN Ar-Raniry. This Islamic State University was established in 1963 located in Darussalam, Banda Aceh. UIN Ar-Raniry has several faculties including the Faculty of Tarbiyah and Teacher Training. The faculty aims to educate undergraduate students to be education experts and professional teachers who are able to develop and apply their knowledge and insight either in institution or society. It concentrates on education and teacher training with several departments under its authority, one of them is English Education Department.

In this study, I selected PBI as research location to find out students' toward independent learning beyond the classroom because university students are urged to be critical in order to prepare for their career in the future. Also, students need to work more on learning in the university. Hence, English Language Education Department is an appropriate location for this study.

## **B. Research Design**

This is Qualitative research and it deals with data in the form of word rather than numbers. Creswell (2009) defines qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The key idea of qualitative research is to learn about the problem or issue from informants and to address the research to obtain that information. Ary, Jacobs, and Razavieh (2002) also states that qualitative research is conducted to describe the current status of phenomenon which exists at the time of study. Dealing with this research design, I used descriptive qualitative research that includes detailed descriptions about the phenomenon.

The current status of phenomenon in this study is students' effort on independent learning. In this study, I applied purposive sampling method to select the informants for the research purpose. Therefore, I used interview to obtain the data and analyze descriptively.

### **C. Informants**

Informants are people who have specialized knowledge on particular topics and who have therefore particularly valuable sources of information to a researcher (Payne & Payne, 2004). In this research the informants are English Department students of the academic Year 2013/2014 of UIN Ar-Raniry. They are in the last semester and have taken all courses in English Language Department. This is one of the reasons the students are appropriate to be my informants. There are some students to be informants in this study. I selected them according to gender and a grade point average above 3.6.

### **D. Technique of Data Collection**

In order to answer the research questions of the study, I used interview as the data collection to gain deeper information from the students. Esterberg (2002) says that interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

In this study, I organized some interview questions will be expanded later during the interview to find out the answer of the informants. Semi structured interviews were used in this study in order to obtain clear and valid information because I can explore and clarify more about the informants response in regard to research questions. One by one interview approach was used in this research in

order to make the interviewee be able to convey the answer easily and comfortably (Creswell, 2008).

Some of students were selected based on criteria to be interviewed about their own experiences in learning independently. The interviews conducted in Bahasa and the findings were transcribed and then translated into English. I follow some producers in doing interview. First, I prepared the instrument, the interview guide which contained some questions related to the research topic. Second, I asked and talked to the subjects in a friendly way. The last, I wrote interview transcript based on the recording.

I recorded the interview using mobile phone and took some notes during the interview. It aimed at avoiding any miss understanding of data collection during analysis.

#### **E. Technique of Data Analysis**

According to Bogdan and Biklen (1982) Analysis data is the effort made by way of working with data, organize data, choose it to units that can be managed, seek and field patterns, discovering what is important and what is learned, and decide what can be told to others. There are some data analysis procedures used in this study suggested by Miles and Huberman as cited in Damayanti (2014) they are:

##### **a. Data Reduction**

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field, so the

data reduced can give description deeply to the observation result. In this research, data reduction is done by making summary contact, developing category coding, making reflection note and data selection.

#### b. Data Display

Data display is the process showing data simply in the form of words, sentence, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion.

#### c. Verification and Conclusion

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken and furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed.

Later, the findings of the interview would be presented in descriptive explanation. All the data from the interview were recorded, and most of their parts are transcribed and coded.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter presents and discusses the findings of the research. Data analysis and discussion based on the result of research. This chapter aimed to find out the answer of two research questions, they are: what are students' efforts toward independent learning beyond the classroom and are there any factors contributing to their choice of engaging in independent learning or not. Interview provided to the students in order to gain their opinion and experience in learning independently.

#### **A. Research Findings**

In this section, I elaborated the data analysis from the interview. The result of the interview was used as the data in this research. Semi-structured interview was employed in this study in order to find deeper information related to students' efforts toward independent learning. The interview was used to obtain the information from the last year students. There are 10 students interviewed in this research, They are SZ, SR, MFR, RY, IM, G, MZ, DDU, PII, and RM. The interview took about 10-15 minutes for each student. The students were asked the same questions. There are 8 questions lists in the appendix. The interview has been done from July 6<sup>th</sup> until July 11<sup>th</sup> 2017 at Tarbiyah Faculty.

I analyzed it qualitatively and drawn a conclusion using description to show the details information. At last, the result was categorized into two main

points; the first is students effort toward independent learning and the second is factors contributing to their choice of engaging in independent learning. The result of the interview was described as follows.

### **A.1 Students' effort toward independent learning**

In order to answer first research question, I ask the informants three questions related to students' efforts toward independent learning. Such as, what they learned, what are their strategies and what kind of efforts they do.

All of the Informants noted that independent learning is very important in higher education. The informants said that they often review the subject beyond the classroom. When they were asked what they learned, they answered with varying answers. Such as, learn something new beyond the classroom, learn the material obtained in the classroom, and learn difficult material.

#### **A.1.1 Learn something new beyond the classroom**

Based on the interview, two informants answered they would rather learn something new beyond the classroom that they did not get in the class. As SR and G they have similar answers. SR said that:

I prefer to learn something new that I never know before, to improve my knowledge toward new things. For example, if someone asked me about something I could not answer, then it makes me be more motivated to study

Then G added the same thing, he said:

I prefer to learn something I did not get in the classroom

According to the informants, they learn because they never know about something before, for instance, new things or something that never explained by a lecturer in the class. Overall, what makes them want to study because of the curiosity, to increase knowledge.

### **A.1.2 Learn the material obtained in the classroom**

Then, another informant gave an explanation of what they were learning while studying beyond the classroom. 5 informants pointed out that, they learned all the material that they obtained in the classroom. As RM revealed that, she studied the syllabus given by the lecturer and other things related to the English language. Then MZ replied, he preferred to study about the material to be examined. And MFR added, she said:

I was trying to learn all the material. I will practice what I have learned whenever and wherever I am. For example speaking, I will always try to practice, both in front of the mirror and with my friends

Thereafter, RY argued:

I preferred to practice speaking since it is more spontaneous. I practice with my friends both inside and outside the classroom

The last, DDU stated:

I like to study the material that I interested in the classroom

Based on the explanation above, it can be concluded that the most appropriate way to learn independent learning is by repeated many lessons and also often practice. Practicing is not only done alone but also be done together with friends.



### **A.1.3 Learn the difficult materials**

The last, IM and PII said that, they preferred studying material that is a little difficult and interesting like grammar, if it has been studied previously at home then it would make them easier in the classroom. Somewhat different with SZ, she told that she would learn the material that she faces tomorrow. She said:

I learned something that I will face tomorrow, let's say tomorrow about micro teaching, well at that night I am trying to find an information overview of micro teaching

She explains that, in order to be the best in the class, she prepares herself at home with study a lot, such as seeking some general information about a new thing she will face in the classroom.

Based on three main point answers of the informants above, it can be inferred that independent learning is not something new for them. According to the informants, applying independent learning beyond the classroom is very important and useful, because it can improve their knowledge. By applying independent learning, they proved that acquired knowledge not only depend on what is given by the lecturer, but beside that, students could find by themselves on matters that they curious when it is not obtained from the classroom.

After that, the informants were asked about their strategy in independent learning. Based on their explanation, they have different style learning strategies. Such as, using audio visual media, printed material, and appropriate time. According to them, all of the media are the most appropriate use in applying independent learning.

#### **A.1.4 Using audio visual media**

Using audio visual media in learning make concepts more accessible to a student than text media and help recall easily. As Sz stated:

I must have one laptop in front of me, I also must have one sheet of paper, after I read the material, then I will rewrite it, in order to make me easy to remember, for example I need about communication management, first, I will find out the definition about communication management and other things related to that. After I get some information, I try to outline in a paper

From this statement, she explains that in order to remember lessons easily she uses some strategies such as, reading and then rewriting and the last is describing what she has got on a paper.

And then another informants have similar answer, they are using audio visual media, like watching YouTube repeatedly, listening music or conversation from native speakers and reading article. Then, MFR added:

I learned in a fun way in order to make me easy to understand, such as watching movies because it is something fun and not too push yourself to learn. But when we do intend to learn, then we find many interesting things that we can actually learn, even though it's basically not a subject matter. So even if we get a little from the classroom, but we can develop it again beyond

It can be concluded that, in learning using audio visual media many ways that can be done by students. Such as learning in a fun way and not boring. For example, like watching YouTube, listen to the radio and conversation from native speakers. Although basically this is not directly related to the subject matter, but the student can still take benefit from what they done.

### **A.1.5 Using printed material**

Printed materials can be used in any location. Most students are very comfortable using printed material to learn. G said:

I preferred to study using printed materials as references such as reading books, journals and also newspapers. For me printed material is more reliable than looking for references on the internet. I can read books anywhere and anytime. Sometimes I often visit the library to get more books there.

To sum up, he uses printed material because the book is considered a trusted source of learning and easy to obtain and also not constrained because it can be used anywhere.

### **A.1.6 Using appropriate time**

Beside all of the strategies that have been mentioned, there are 2 informants who have their own learning strategy. Such as SR and RM. SR stated that, she has an effective time in learning which is at night, she said:

Usually, I learn during the night before bedtime, reviewing a bit about the material, because at night I was easier to receive lessons compared with other times. So learning at night is more effective for me

And then RM revealed:

I preferred to study alone in silence, because if in the crowd, I would not focus to study. Then, I read some material and then remember what I have learned and it is better to share what I have learned with my friends

In short, they use a certain time in order to focus to learn, for example like studying at night and also in quiet without any interference from around. This is proven to make it easier for them to understand the lesson.

For the last section in this part, students were asked about their efforts when applying independent learning. The answers they describe about efforts towards independent learning are almost identical to the learning strategies as described above. Such as looking for information from lecturers, looking for references on the internet, practicing with friends, set appropriate time, make a reminder, and creating group learning.

#### **A.1.7 Looking for information from lecturers and internet**

Some of informants pointed out that, they do some efforts in independent learning such as looking for information from lectures and internet. SZ said:

I do many of effort when applying independent learning. First, I do not only depend on a lecturer who teaches in my classroom, for example, lecturer X teaches in my classroom but outside the class I try to compare other information by discussing with other lecturers, and besides I am also looking for tasks who different lecturers with my class. In addition, I tried to search in the internet. In improving speaking skills, I write about 5 lines every night, not much, after I write then I pronounce it. I think practice is the most important things to do to be fluent in speaking. Then the other effort, every day I take time to speak English with my friends, and I also try to apply speaking with my brothers at home, although they do not reply but they understand what I say. The most important effort for me is being serious in study

Then SR and DDU said a similar effort, SR said:

I read the material and then made a summary. When I have made the summary, I try to review. For example, I read a theory on the web, then I checked whether the theory that I have learned is true or not.

While DDU said:

The efforts I do like review the material, then doing the exercises. For example like joining an English club and also talking to a native speaker friend using the Skype app every day

Afterward MFR added her explanation with each example

When studying listening, I listen more music, and also watch the movie, because we listen pronunciation and know what words are spoken, and we can repeat after listening. Then it will have an effect to improve speaking and listening skills

On the whole, there are various kinds of efforts that they do in applying independent learning. From all of the efforts mentioned by the informants above, the greatest effect is like not dependent on the material that is only given by the lecturer in the class, by looking for information from outside, making a summary after reviewing the lesson and also take advantage from the internet. Thus, the chances of getting the knowledge so much bigger.

#### **A.1.8 Setting time to study and make a reminder**

MZ and RM shared about their efforts, both of them equally set appropriate time to study and make a reminder, therefore they are more enthusiastic to study. MZ explained:

There are some important efforts I do in independent learning, such as manage time for each subject, learn maximally, make a description on what I learn, make some strategies, memorizing the vocabulary, try to make the sentence in English, make reminder on the wall as the goal that I will achieve, and then when I gather with my friends, I will ask them about the latest information they got, apply the open minded system, follow the English club, and join the tour guide.

In conclusion, there are some efforts that can be done by students to learn independently. Such as learning maximally, by arranging the time for each lesson, make reminder on the wall, and then collect information from all the friends encountered.

### **A.1.9 Go to library and create group learning**

Furthermore, RY told about the efforts she had done

I often go to library, looking for the books that I do not have, and I also watch western movies, and other movies that are not English but I use English subtitle for example like Korean movies. So even though they speak Korean I still understand by seeing English subtitle and it will increase my vocabulary

And the last one is G, he pointed out:

My effort in independent learning such as asking friends by creating group learning and being able to learn from each other. For example, speaking, I practice myself speak in front of the mirror and I also speak with native speakers

Based on the explanation about the efforts in independent learning above, it can be inferred that there was so many efforts they do in learning beyond the classroom. Each of these efforts can be applied by anyone if they want to apply independent learning. These efforts make students become easier and consistent in learning.

## **A.2 Factors contributing to their choice of engaging in independent learning**

Behind the efforts made by the informants to support independent learning, apparently there are several factors that affect their efforts to do independent learning. All informants were asked about the reason why they applied independent learning. Then, all of informants answered that, there are various factors that influence them to do independent learning, the factors including limitation time and information in the classroom, high curiosity, and the difficulties in some course.

### **A.2.1 Limitation time and information in the classroom**

There is one shortfall when learning in the classroom such as lack of time and information obtained by students in class. Although this is negative, it can trigger students' interest to search again outside the classroom. In this case SZ said:

Because the limitation of time in the classroom and we know that the campus learning system is 75% from the students and 25% from the lecturers, which makes me more motivated to do independent learning. Then other factors because the knowledge that I got in the class is not enough, and I feel less satisfied

In the other hand G said:

The factor that made me to do independent learning outside the classroom was because of the limitations of information obtained in the classroom which then made me feel dissatisfied and wanted to search for more details, and also because I did not understand the lecturers' explanations in the classroom

And DDU continued”

Because what I obtained in the classroom is not enough, and not all of the things are summed up in the class.

Based on the explanation above, it can be concluded that there are several factors that can make them perform independent learning. Such as lack of time to study in the classroom, less in getting the information submitted by lecturers in the classroom and the last, because of lack of understanding with the information conveyed. These factors make them to be more aware and moved to do independent learning to achieve satisfactory results.

### **A.2.2 High curiosity and the difficulties in some courses**

Then three of informants gave a slightly different answer about the factors that influenced them to do Independent learning. Such as high curiosity, and because of the difficulties in some course. PII clarified:

Because of my curiosity and awareness and for me learning is a must for students

In addition, RM added:

Factors from within the self like self-awareness to be more capable and not just depending on what the lecturers are given in the class

Besides that, RY stated:

The factor that made me do independent learning, because there are some difficult courses, so it should make me more active to develop my ability in order to be able in the class. And also because I am curious about something I cannot and I am trying to improve

Based on the factors mentioned above, it can be concluded that they do independent learning because it is influenced by positive and negative things that



can make them become enthusiasm to study. They learn because they are influenced by themselves to be more capable. They learn because of their own desires without any compulsion or encouragement from others.

Besides asking about two important questions from research questions above, I also ask some additional questions. They were asked whether independent learning affects their future or not. Afterwards, based on the answers from ten informants, it can be concluded that independent learning is very influential on their future. One of the reasons is because it can grow good habits to always motivated to study, to be accustomed in higher level of education, not always dependent on others and accustomed to seek their own information. Then for the last question, I asked whether independent learning is effectively applied to students or not. Some of them respond effectively and some else not. The reason because not everyone is able to learn independently, considering some people are more dependent to get knowledge by teacher center.

## **B. Discussion**

The purpose of this study is to find out the students' effort toward independent learning beyond the classroom. I used Interview to collect the data. There are two research question in this study, the first is what are students effort toward independent learning beyond the classroom, and second, are there any factors contributing to their choice of engaging in independent learning.

Based on the result of interview, it can be seen that all of students are often review the subject beyond the classroom without intervention from others. This

statement supported by Cole and Chan (1994) mentioned in Koçak (2003) Students who apply independent learning are self-employed to learn without relying on others direction from teachers, parents, or the environment. In other words they do learning based on their own desire without coercion from others. There are many things students do in studying independent learning, such as the syllabus given by the lecturer and other things related to the English language.

Based on the research that I conducted, it has been answered two research question above. The first concerns students' effort toward independent learning beyond the classroom. The efforts they do are like:

1. Looking for information from lecturers and internet
2. Setting time to study and make a reminder
3. Using audio visual media

All of the efforts mentioned above supported by Hyland (2004) stated that the activities students in learning English are speaking with family members, talking to people in the streets, talking on the phone, speaking with friends, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspaper and magazine, watching television programs, watching videos, surfing the internet, reading academic books, and writing e-mail in ranking order.

After that, second research question about factors contributing to their choice of engaging in independent learning. This question is also answered. The

answers of informants to the factors that influence the expectation of independent learning are:

1. Limitation of time and information in the classroom
2. High curiosity and the difficulties in some courses

All of the factors mentioned above have a positive and negative influence in learning. However, these factors can also support the desire of students to always learn more beyond the classroom and not always dependent on the lecturer. Because learning in higher education requires students to have a sense of responsibility towards learning. As quoted from Appleby (2006) the most commonly cited difference between how learning takes place in high school versus college is about the responsibility.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of conclusions and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestions are presented regarding the proposed study and recommended future works related to the study that could be conducted by other researchers.

#### **A. Conclusion**

Based on the result of the research discussed in the previous chapter, it can be concluded that:

All of the students who become informants have good idea on efforts that they were applied, such as looking for information from lecturers and internet, setting time to study and make a reminder, go to library and create group learning. Some of the students said that independent learning is effective to apply in higher education, but some else disagree, they said independent learning is not applicable for several people because each students have different style of learning.

Further, there are some positive and negative factors contributing to their choice of engaging in independent learning, for instance high curiosity, the difficulties in some course, limitation of time and information in the classroom. However both of those factors have the best influence for students in improving enthusiasm in learning.

## **B. Suggestions**

Based on the conclusions, I offer some suggestion that can be a good distribution in order to increase the quality of English Department students. They are :

1. Students are suggested to use independent learning approach, because it helps the students to be more focus, motivated, and enthusiastic in learning, especially in learning English.
2. I hope that the next researchers will continue this research by conducting further investigation, with the specific subject of investigation, such as reading, listening, and writing from different populations.

## REFERENCES

- Abdullah, M. H. (2001). Self-Directed Learning. *ERIC Digest*.
- Anderson, B. (2007). *Handbook of distance education*. London: The Pennsylvania State University.
- Appleby, D. C. (2006). How do college freshmen view the academic differences between high school and college. In *annual meeting of the Midwestern Psychological Association, Chicago, IL*.
- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to Research in Education*. USA: Wadsworth Thomson Learning.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bogdan, R., & Biklen, S. K. (1982). Qualitative research for education. *Educational Research: Contemporary Issues and Practical Research*. London: Continuum.
- Boud, D. (2012). *Developing student autonomy in learning*. Routledge
- Broad, J. (2006). Interpretations of independent learning in further education. *Journal of Further and Higher Education*, 30(2), 119-143.
- Candy, P. C. (1991). Key issues for research in self-directed learning. *Studies in Continuing Education*, 10(2), 104-124.
- Creswell, J. W. (2008). Educational research. *Planning, conducting, and evaluating quantitative and qualitative research*.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed methods approaches*. Sage publications.
- Child, O. I., Crooks, D., Ellis, P. J., Ofosu, C., & Rideout, E. (2001). Self-directed learning: Faculty and student perceptions. *Journal of Nursing Education*, 40(3), 116-123
- Damayanti, L. (2014). *The problems in doing presentation faced by the english department students of iain tulungagung*.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. McGraw-Hill Humanities

- Freeman, M. (1999). The language learning activities of students of EFL and French at two universities. *Language Learning Journal*, 19(1), 80-88.
- Hargis, J. (2000). The self-regulated learner advantage: Learning science on the internet. *Electronic Journal of Science Education*, 4(4).
- Hyland, F. (2004). Learning autonomously: Contextualising out-of-class English language learning. *Language Awareness*, 13(3), 180-202.
- Jalkanen, J., Jokinen, E., & Taalas, P. (2015). Voices of pedagogical development: an introduction. *Voices of pedagogical development- Expanding, enhancing and exploring higher education language learning*. Dublin: Research-publishing.net
- Koçak, A. (2003). *A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language* (Doctoral dissertation, METU).
- Kuh, G. (1991). *Involving Colleges: Successful Approaches to Fostering Student Learning and Development outside the Classroom..* Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, 2001(89), 3-14.
- Meyer, B., Haywood, N., Sachdev, D., & Faraday, S. (2008). *Independent learning: Literature review*. Great Britain: Department for Children, Schools and Families.
- Moore, M. G. (2013). *Handbook of Distance Education*. Routledge.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Florence, KY: Cengage Learning, Inc.
- Paris, A. H., & Paris, S. G. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101.
- Payne, G., & Payne, J. (2004). Key informants. *Key concepts in social research*. London: SAGE Publications Ltd. Retrieved from: <http://srmo.sagepub.com/view/key-concepts-in-social-research>.
- Pickard, N. (1996). Out-of-class language learning strategies. *ELT journal*, 50(2), 150-159.

- Rowe, F. A., & Rafferty, J. A. (2013). Instructional design interventions for supporting self-regulated learning: enhancing academic outcomes in postsecondary e-learning environments. *Journal of Online Learning and Teaching*, 9(4), 590.
- Schraw, G., Crippen, K. J., & Hartley, K. (2006). Promoting self-regulation in science education: Metacognition as part of a broader perspective on learning. *Research in science education*, 36(1-2), 111-139.
- Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & Writing Quarterly*, 23(1), 7-25.
- Tärnvik, A. (2007). Revival of the case method: a way to retain student-centred learning in a post-PBL era. *Medical Teacher*, 29(1), e32-e36.
- Thomas, K. (1996). Motivation and learning strategies in and out of the classroom. *Carleton Papers in Applied Language Studies*, 13, 36-52.
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166-183.
- Zimmerman, B. J., & Schunk, D. H. (2001). Reflections on theories of self-regulated learning and academic achievement. *Self-regulated learning and academic achievement: Theoretical perspectives*. Lawrence Erlbaum Associates.







**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B- 5615 /Un.08/TU-FTK/ TL.00/06/2017

Lamp : -

21 Juni 2017

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Annisa Susanti  
N I M : 231 324 351  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : VIII  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Sektor Timur. Darussalam Banda Aceh

Untuk mengumpulkan data pada:

**Mahasiswa Semester VIII PBI, UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Students' Effort toward Independent Learning Outside the Classroom**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,  
Kepala Bagian Tata Usaha,

M. Said Farziah Ali



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4559/ Un.08/ KJ.PBI/TL.00/07/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-5615/Un. 08/ TU-FTK/TL.00/06/2017 tanggal 21 Juni 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Annisa Susanti

NIM : 231324351

Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**Students' Effort toward Independent learning Outside the Classroom**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 24 Juli 2017

Ketua Prodi Pendidikan Bahasa Inggris



Eulfikar

## **AUTOBIOGRAPHY**

1. Name : Annisa Susanti
2. Place/Date of Birth : Tapaktuan / 13 April 1995
3. Sex : Female
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Tapaktuan, Aceh Selatan
8. Registration No. : 231324351
9. Parents
  - a. Father's Name : Syamsuar, S.Pd
  - b. Mother's Name : Tuti Suriani
  - c. Address : Tapaktuan, Aceh Selatan
10. Education Background
  - a. SDN 5 Unggul Tapaktuan : Graduated 2007
  - b. SMPN 1 Tapaktuan : Graduated 2010
  - c. SMAN 1 Tapaktuan : Graduated 2013
  - d. University Islam Negeri Ar-Raniry : 2013-2017

Banda Aceh, 25 July 2017

The writer

Annisa Susanti