

The Correlation between Students' Learning Autonomy and Learning Achievement of Undergraduate Students Majoring a Foreign Language



Written By:

**Yulian Juita Ekalia S.Pd
8212712027**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2017**

**The Correlation between Students' Learning Autonomy and
Learning Achievement of Undergraduate Students Majoring
a Foreign Language**

A THESIS

Presented to Widya Mandala Catholic University Surabaya

In Partial Fulfillment of the Requirement for

The Degree of

Master In Teaching English as a Foreign Language



Written By:

Yulian Juita Ekalia S.Pd

8212712027

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA**

Statement of Authenticity

I declare that this thesis is my own writing and it is true and correct that I didn't take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, September, 12th 2017

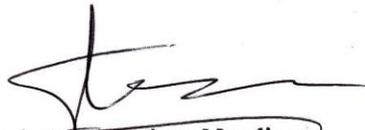


Yulian Juita Ekalia
(8212712027)

APPROVAL SHEET

(1)

This thesis entitled “The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language” which is prepared and submitted by Yulian Juita Ekalia (8212712027) has been approved and accepted as a partial fulfillment of the requirements for the Magister Pendidikan Bahasa Inggris in Pascasarjana Widya Mandala Catholic University by the following advisor:



Prof. Dr. Agustinus Ngadiman
Advisor

Statement of Authenticity

I declare that this thesis is my own writing and it is true and correct that I didn't take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled ““The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language” to Widya Mandala Catholic University library and fully understand that it will be made public via internet and other uses of online media.

Surabaya, September 12th, 2017



Yulian Juita Ekalia S.Pd

8212712027

Thesis Examiner Board's Approval

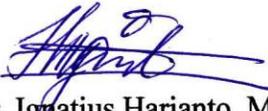
(2)

This thesis entitled "The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language" which is prepared and submitted by Yulian Juita Ekalia (8212712027) has been approved and examined by the Thesis/ Dissertation Board of Examiners.



Dr. V. Luluk Prijambodo, M. Pd

Chairperson



Dr. Ignatius Harjanto, M.Pd.

Secretary



Prof. Dr. Agustinus Ngadiman

Member



Prof. Dr. J. S. Ami Soewandi

Director

ACKNOWLEDGMENTS

The writer would like to thank Jesus Christ for His guidance and blessing during her life, especially during writing this thesis.

The writer also wants to express her deepest gratitude and thanks to:

1. Prof. Dr. Agustinus Ngadiman, her first advisor, for his support, comments, suggestions, and guidance in the process of accomplishing this thesis.
2. The board of examiners who have given valuable comments, suggestions, and guidance for the sake of the perfection of this thesis.
3. All students who became the subjects of this study. Without their participation, the writer would not conduct her study successfully.
4. Prof. Dr. Agustinus Ngadiman, and all lecturers for giving permission to the writer distributing questionnaires under study.
5. Her parents, Damianus Kabur and Yustina Emi, her sisters and brother, Marselina Novalinda, Flori Christina Yuanita, and Charles Ekar Kurniawan and all her relatives, who always love her. The writer feels so blessed having this family.
6. Konstantinus Kapu and Marselina Novalinda, her special ones, for their great love, help, advice, support, care, patience, and time.
7. Her beloved friends, Christine Wahyuni Wahyudi M.Pd Gemma Holiani Cahya S.Pd, Reinske Anggun Mulia M.Pd, who always support her during her study.

The Writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	ii
APPROVAL SHEET (2).....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS.....	vi
A LIST OF TABLES	viii
A LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER 1.....	1
Introduction	1
Background of the Study	1
The Statements of the Problems.....	4
The Objectives of the Study	4
The Significance of the Study	5
The Definition of Key Terms	5
Theoretical Framework	5
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
Autonomy.....	8
Learning Autonomy	9
Characteristics of Autonomous Learners	11
Factors in Autonomous Learners	12
Learning Achievement	14
Factors influencing Students' Learning Achievement.....	15
Learning Motivation.....	20
Review of Related Study.....	21
The Correlation between Learning Autonomy and Their Learning Achievement.....	24
CHAPTER III.....	25
RESEARCH METHOD.....	25
Research Design.....	25
Population and Sample.....	27

The Data of the Study	27
The Data Collection Procedure	27
The Data Analysis Procedure	30
The Instruments.....	33
Learning Autonomy.....	33
Students' Learning Achievement	34
CHAPTER IV	35
Result and Discussion.....	35
4.1 The Result	35
4.1.1 The level of Students' Learning Autonomy	35
4.1.2 The Result of Students Learning Achievement.....	42
4.1.3 The Correlation between Learning Autonomy and Learning Achievement	43
4.2 Discussion	45
CHAPTER V.....	48
CONCLUSION AND SUGGESTION.....	48
Conclusions	48
Suggestions	49
Suggestions for the further research	49
Suggestions for Lecturers	49
REFERENCES	50
APPENDIX	53
Appendix 1: Data Questionnaire of Students from Academic year 2012.....	53
Appendix 2: Data Questionnaire of Students from Academic year 2013.....	55
Appendix 3: Data Questionnaire of Students from Academic year 2014.....	57
Appendix 4: Data Questionnaire of Students from Academic year 2015.....	59
Appendix 5: Questionnaire Set	62
Appendix 6: Table and Calculation of Correlation (All Students from Academic Year 2012, 2013, 2014, and 2015).....	65

LIST OF TABLES

Table 3.1: The Comparison of the Number of Respondents and Students	29
Table 3.2 : The Score of Each Point in the Questionnaire	30
Table 3.3: Levels of Autonomy.....	31
Table 3.4: Norm of Likert Scale Assessment.....	31
Table 3.5: Table of Grade Point	32
Table 3.6: Interpretations of Correlation (1) (Sarwono:20)	33
Table 4.1 The Level of students' learning Autonomy based on its level.....	35
Table 4.2 Statistical Description of the students' score Learning Autonomy	36
Table 4.3 Statistical Description of the Subject's learning autonomy academic year 2012 ..	38
Table 4.4 Statistical Description of the Subject's learning autonomy academic 2013	39
Table 4.5 Statistical Description of the Subject's learning autonomy academic 2014	40
Table 4.6 Statistical Description of the Subject's learning autonomy academic 2015	41
Table 4.7The Summary of Statistical Description of all Subjects' learning autonomy	42
Table 4.8 Statistical Description of all subjects' language learning Achievement	42
Table 4.9 Means and Standard Deviations of the Subjects' learning Autonomy and GPA....	43
Table 4.10 Coefficient Correlation between learning Autonomy and Learning Achievement	43
Table 4.11 Summary of the Calculation of Correlati (Sarwono:2006).....	

LIST OF FIGURES

Figure 3.1 The Structure of Research Design	26
Figure 4.1 Distribution of Score learning autonomy of All Academic years.....	37
Figure 4.2 Distribution of Range Learning autonomy Academic year 2012	38
Figure 4.3 Distribution of range learning autonomy Academic year 2013	39
Figure 4.4 Distribution of range learning autonomy Academic year 2014.....	40
Figure 4.5 Distribution of Score learning autonomy Academic year 2015.....	41
Figure 4.6 the Correlation Pattern between Subjects' Learning Autonomy and Learning Achievement	44

ABSTRACT

Ekalia, Yulian. 2017. **The Correlation between Students' Learning Autonomy and Learning Achievement of Undergraduate Students Majoring a Foreign Language**

Prof. Dr. Agustinus Ngadiman

Key words: Learning Autonomy and Learning Achievement.

In language learning the term autonomy has been known in educational field and research since 1970s. Additionally, the implementation of learning autonomy in language teaching has become a prominent issue too. Nowadays, learning autonomy becomes a goal in educational field in which it leads to each individual develop a sense of responsibility on his/her own learning and become aware and be ready to take some roles from the lecturers or teachers to enjoy the freedom of his/ her own learning. Besides becoming a goal of education, learning autonomy is one of the learning strategies in learning a foreign language. Surya (2003) pointed out that learning autonomy is process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences. Therefore, by having this kind of learning the learners will enjoy learning a foreign language independently without any pressure.

Furthermore, it is expected that the learners who set their strategy are able to achieve great academic success in the form of GPA (Grade Point Average). Therefore, this study investigated the correlation between English Department students' learning autonomy and English Learning Achievement in Widya Mandala in a sample of 199 undergraduate students studying at the English Department in Widya Mandala University by means of questionnaire and Grade Point Average of Undergraduate Students. The data of this study were analyzed by Pearson Product Moment Correlation with SPSS version 16.0. Then, the result revealed that the level of students' learning autonomy is autonomous however, the correlation between learning autonomy and language learning achievement was low. It indicates that when variable X increases, variable Y decreases in general and vice versa. In this case, learning autonomy is not parallel to learning achievement. Students who were autonomous could have low or high achievement. There are many factors which affect students' learning achievement.