ABSTRACT

Jaya, Raymond Mahesa. (2020). *Learner Autonomy as Reflected in Gallery Walk Activities in Basic Reading II Classes*. Yogyakarta: English Language Education Study Program, Department of Language Arts and Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Learner autonomy has an important role in the process of English language learning. One of several ways in promoting learner autonomy is by implementing the collaborative-based learning activities, such as a gallery walk activity. A gallery walk activity is a teaching technique that has recently implemented in English language learning. This research aims to discover how gallery walk activities promotes learner autonomy in Basic Reading II classes. There are two research questions addressed in this research, namely (1) how do gallery walk activities promote learner autonomy? and (2) what dimensions of learner autonomy are reflected in gallery walk activities?

This is a qualitative case study research. The data gathering techniques used in this research were interviews and observation. In validating the data, the researcher did crosscheck to the respondents. The data analysis technique used was descriptive analysis.

The results of the research indicated that gallery walk activities could promote learner autonomy in four ways, namely enabling learners to set the plan, increasing learners' responsibility, generating interdependence between learners, and giving learners a space to work collaboratively. Moreover, the learner autonomy dimensions showed by the learners were emotional, spatial, and political dimension.

In conclusion, this case study research found that gallery walk activities, which can promote the learner autonomy, enabled the learners to take control over their own learning in Basic Reading II class. In addition, emotional, spatial, and political dimensions were intensively shown during the implementation of the gallery walk activities.

Keywords: learner autonomy, gallery walk activities, collaborative learning

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Kemandirian siswa mempunyai peran penting dalam proses pembelajaran Bahasa Inggris. Salah satu cara untuk mendorong kemandirian siswa adalah dengan menggunakan pembelajaran kolaboratif seperti *gallery walk activity*. *Gallery walk activity* adalah teknik pembelajaran yang dapat diimplementasikan dalam pembelajaran Bahasa Inggris. Penelitian ini bertujuan untuk menemukan bagaimana *gallery walk activity* mendorong kemandirian siswa dalam kelas *Basic Reading II*. Dalam penelitian ini terdapat dua rumusan masalah yaitu (1) Bagaimana *gallery walk activities* mendorong kemandirian siswa? (2) Dimensi kemandirian siswa apa yang muncul dalam *gallery walk activities*?

Penelitian ini merupakan penelitian studi kasus. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah wawancara dan observasi. Peneliti menggunakan pemeriksaan ulang kepada responden untuk memvalidasi data. Teknik analisis data yang digunakan adalah analisis deskriptif.

Hasil dari penelitian ini mengindikasikan bahwa *gallery walk activities* dapat mendorong kemandirian siswa dalam empat cara, antara lain memungkinkan siswa untuk membuat rencana, menambah rasa tanggung jawab siswa, menunjukan rasa saling membutuhkan antar siswa dan memberi ruang kepada siswa untuk berkolaborasi. Selain itu, dimensi kemandirian siswa yang ditunjukan siswa adalah dimensi *emotional, spatial, and political*.

Dapat disimpulkan bahwa penelitian studi kasus ini menunjukan *gallery walk activities* yang dapat mendorong kemandirian siswa, memungkinkan siswa mengkontrol pembelajaran mereka sendiri dalam kelas *Basic Reading II*. Selain itu, dimensi *emotional, spatial, and political* muncul saat pengimplementasian *gallery walk activities*.

Kata kunci: kemandirian siswa, *gallery walk activities,* pembelajaran kolaboratif