# ABSTRACT

Ardi, Priyatno. 2007. *Enhancing Students' Learning Autonomy through the Collaborative Audio-Journal Project in Listening Comprehension III*. Yogyakarta: Sanata Dharma University.

Learning autonomy is one of formal educational goals, supporting the idea that learning is a lifelong process hence. The field of English language teaching and learning in Indonesia needs to promote learning autonomy to assist the students to face globalization. In so doing, the teacher provides the autonomous learning setting encouraging the students to actively involve in the learning processes. Since the autonomous teacher tends to encourage the students to learn autonomously, addressing the autonomous learning to English teacher candidates becomes the first step to enhance students' learning autonomy in Indonesia.

The present study investigated the innovation of English learning program, namely the collaborative audio-journal project, implemented in Listening Comprehension III of the English Language Education Study Program of Sanata Dharma University. It was to increase students' learning autonomy. There were three questions addressed. The first question discussed the procedures of the implementation of the collaborative audio-journal project. The second and third question explored students' experiences in the project accomplishment. The second question talked about students' perceptions toward the project, whereas the third question figured out the employed metacognitive strategies.

To answer the research questions, the researcher employed a qualitative method. Two instruments were used to obtain the data, namely reflection sheet and interview. There were three results obtained from the study. First, based on the discussion of the procedures, the project was indeed intended to enhance students' learning autonomy through the small group interaction bearing self-interdependence and the reflection raising self-awareness. Second, the students felt the anxiety in their first encounter with the project but they changed it into the enjoyment as they went through it. Third, students employed the metacognitive strategies, including planning, problem solving, monitoring, and evaluating. The planning proposed by the students were time and quality, creativity, and strategy. The students encountered the constraints, such as facilities, time management, language proficiency, and restlessness, which entailed problem solving strategies. The students monitored the project by rereading, re-listening, and comparing. Lastly, the students conducted self-evaluation on the process and the product.

The researcher concluded three important points. First, learning autonomy enhanced through the project was reactive autonomy, functioning as the beginning of students' proactive autonomy in their future learning. Second, students' developmental perceptions suggested that motivation and willingness increase. Third, the employed metacognitive strategies implied that the students controlled their learning management. Suggestions were given to (1) the teacher to give sufficient feedback on students' journal responses, (2) the students to keep on managing their learning, and (3) future researchers on learning autonomy to further investigate the psychological constructs related to the development of learning autonomy.

# *ABSTRAK*

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Kemandirian belajar menjadi salah satu tujuan pendidikan formal yang mendukung pembelajaran sepanjang hayat. Bidang pengajaran dan pembelajaran bahasa Inggris di Indonesia perlu mengembangkan kemandirian belajar untuk mempersiapkan para siswa menghadapi era globalisasi. Dalam hal ini, guru hendaknya menciptakan kondisi belajar yang mendukung perkembangan kemandirian belajar para siswa (*autonomous learning*) sehingga mereka terdorong untuk semakin berperan aktif dalam proses pembelajaran. Karena guru yang mandiri cenderung mendukung para siswanya untuk mandiri, *autonomous learning* perlu diterapkan pada para calon guru bahasa Inggris sebagai langkah awal untuk mengembangkan kemandirian belajar para siswa di Indonesia.

Studi ini mengkaji inovasi program pembelajaran, yaitu *the collaborative audio-journal project*, yang diterapkan di kelas *Listening Comprehension III*, Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Program ini bertujuan untuk meningkatkan kemandirian belajar mahasiswa. Ada tiga permasalahan dikemukakan dalam penelitian ini. Permasalahan pertama membahas prosedur penerapan program tersebut. Permasalahan kedua memaparkan pandangan mahasiswa terhadap program tersebut. Permasalahan ketiga membahas strategi metakognitif yang digunakan oleh mahasiswa.

Peneliti menggunakan metode penelitian kualitatif. Ada dua alat yang digunakan untuk mengumpulkan data, yaitu lembar refleksi dan wawancara. Ada tiga hasil yang diperoleh. Pertama, berdasarkan pembahasan prosedurnya, program ini memang benar bertujuan untuk meningkatkan kemandirian belajar mahasiswa melalui kelompok kecil yang mendukung *self-interdependence* dan refleksi yang meningkatkan kesadaran belajar. Kedua, para mahasiswa mengalami kecemasan ketika pertama kali diberi tugas tetapi kecemasan itu berubah menjadi kegembiraan seiring dengan proses pengerjaannya. Ketiga, mahasiswa menggunakan strategi metakognitif. Mereka merencanakan pengerjaan tugas, seperti waktu dan kualitas, kreativitas, dan strategi. Mereka menemukan masalah, seperti fasilitas, pengaturan waktu, kemampuan bahasa, dan kemalasan. Mereka menggunakan strategi pemecahan masalah untuk mengatasinya. Mereka memantau melalui tiga cara, yaitu membaca kembali, mendengarkan lagi, dan membandingkan. Mereka mengevaluasi, baik proses maupun hasilnya.

Peneliti menyimpulkan tiga poin penting. Pertama, kemandirian belajar yang diciptakan melalui program ini adalah *reactive autonomy*. Kedua, perubahan pandangan mahasiswa terhadap tugas tersebut menggambarkan perkembangan kesediaan dan motivasi mereka dalam mengerjakannya. Ketiga, penggunaan strategi metakognitif menunjukan bahwa mahasiswa sungguh mengatur belajar mereka. Peneliti memberi saran kepada (1) dosen agar memberi masukan pada jurnal respon mahasiswa, (2) mahasiswa agar tetap mengatur sendiri belajar mereka, dan (3) peneliti mendatang agar mengkaji lebih dalam faktor psikologis yang berpengaruh dalam perkembangan kemandirian belajar.