

## ABSTRACT

Nugraheni, Agnes. 2009. *Students' Perception of Autonomous Learning in Extensive Reading II Class*. Yogyakarta: Sanata Dharma University.

Traditional learning applied in schools today creates inactive and dependent learners. Learners will be unlikely to develop skills to control their learning by themselves. Promoting autonomous learning is one of the ways which enable learners to be actively involved in learning. Implementing autonomous learning is important since it supports lifelong learning and assists the learners in facing the globalization. In so doing, teachers should apply autonomous learning that encourages the learners to be actively involved in the learning processes.

The present study investigated the students' perception of autonomous learning in Extensive Reading II of the English Language Education Study Program of Sanata Dharma University. There were two questions addressed. The first question discussed the implementation of autonomous learning in Extensive Reading II and the second question explored the students' perception of the autonomous learning in Extensive Reading II (ER II).

This study employed survey method. There were two instruments used to obtain the data, namely questionnaires and interviews. There were two results gained from the study. First, based on the discussion on the implementation of autonomous learning, autonomous learning was implemented by integrating metacognitive strategies with the tasks of ER II. Second, based on the discussion on the students' perception of autonomous learning, most of the students had positive perception of autonomous learning. The positive perception illustrated that the students had been ready for autonomous learning. There were 30, 77% of students who had negative perception of autonomous learning. They still depended for their learning on the lecturer and believed that learning must be directed by the lecturer. These students were not ready yet for autonomous learning.

Suggestions were given to (1) the lecturer in that he has to give more assistance to the students in constructing the learning plan and deciding the appropriate reading material, (2) the students in that they have to be more actively involved in their learning and take advantages of collaborative learning both with teacher and other students and (3) future researchers on learner autonomy in that they have to investigate other areas of autonomy such as autonomy and language proficiency, or much more on the psychological construct related to the development of autonomy.

## ABSTRAK

Nugraheni, Agnes. 2009. *Students' Perception of Autonomous Learning in Extensive Reading II Class*. Yogyakarta: Universitas Sanata Dharma

Pembelajaran tradisional yang diterapkan di sekolah-sekolah saat ini mengakibatkan siswa tidak terlibat aktif dalam proses pembelajaran mereka. Siswa tidak akan mengembangkan kemampuan belajar mandiri. Mengembangkan kemandirian belajar (*autonomous learning*) adalah salah satu cara untuk memberikan siswa kesempatan agar terlibat aktif dalam proses pembelajaran. Hal ini penting karena kemandirian belajar mendukung pembelajaran sepanjang hayat dan membantu siswa untuk siap menghadapi era globalisasi. Dalam hal ini, hendaknya guru menerapkan kemandirian dalam belajar yang mendorong siswa untuk terlibat aktif dalam proses pembelajaran.

Studi ini mengkaji kemandirian belajar yang diterapkan di kelas *Extensive Reading II*, Pendidikan Bahasa Inggris, Universitas Sanata Dharma. Ada dua permasalahan yang dikemukakan dalam penelitian ini. Permasalahan pertama membahas penerapan kemandirian belajar di kelas *Extensive Reading II*. Permasalahan kedua memaparkan persepsi mahasiswa terhadap proses kemandirian belajar tersebut.

Peneliti menggunakan metode penelitian *survey*. Ada dua alat yang digunakan untuk mengumpulkan data yaitu kuesioner dan wawancara. Ada dua hasil yang diperoleh. Pertama, berdasarkan pembahasan tentang penerapan kemandirian belajar, kemandirian belajar diterapkan dengan menggabungkan strategi pembelajaran dengan tugas-tugas ER I. Kedua, berdasarkan pembahasan persepsi siswa terhadap kemandirian dalam belajar, sebagian besar mahasiswa mempunyai persepsi positif terhadap kemandirian belajar. Persepsi positif ini menunjukkan bahwa siswa sudah siap dalam kemandirian belajar. Ada 30,77% mahasiswa yang mempunyai persepsi negatif terhadap kemandirian belajar. Mereka masih bergantung pada guru dan percaya bahwa pembelajaran harus diatur oleh guru. Mahasiswa ini masih belum siap dalam kemandirian belajar.

Peneliti memberikan saran kepada (1) dosen agar lebih membimbing siswa dalam menentukan tujuan dan membuat rencana pembelajaran, (2) siswa agar lebih aktif dalam kegiatan pembelajaran dan memanfaatkan belajar bersama baik dengan guru maupun dengan siswa yang lain dan (3) peneliti mendatang agar mengkaji area lain yang berhubungan dengan kemandirian belajar seperti kemandirian belajar dan kemampuan berbahasa, atau faktor-faktor psikologis yang berhubungan dengan perkembangan kemandirian belajar.