# THE RELATIONSHIP BETWEEN LEARNERS' AUTONOMY AND THEIR ACHIEVEMENT IN LEARNING ENGLISH AT 11TH GRADE OF SMA NEGERI 1 TEMBILAHAN HULU

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## ABSTRACT

The problem of this research was Learners' achievement seems low, while their autonomy seems higher. The method of this research was quantitative correlation research. Therefore, the purpose of this study was to investigate the correlation between learners' autonomy (Variable X) with learners' achievement (Variable Y). The sample of this study was 145 students of eleventh-grade students of SMAN 1 Tembilahan Hulu. The researcher gave questionnaires of learners' autonomy to collect data and asked the value of their English teacher's achievement. After the data has been collected, it was found that the average of learners' autonomy is 77,9%, it was in the "high category," And the average of learners' achievement was 81,6%, it was in the "high category". Based ." those findings, researchers analyzed the relationship between learners' autonomy and their achievement using the Pearson r formula; the results was 0.1999 ($r_{xy}$) it was in "very low correlation," after found out the score of $r_{xy}$ researcher noting to the table of degree of freedom (df) N (number of respondents) – nr (variables) where 145 – 2 is 143. By consulting r $_{table}$ product-moment, it is found in the significant of 1% being obtained at 0.1371 and 5% is 0.1631. By comparing the values of $r_{xy}$ = 0.1999 and r $_{table}$ = 0.1371 and 0.1631, $r_{xy}$ is bigger than r $_{table.}$ This means that autonomy and achievement have a very low correlation. If learners have good autonomy, they will have a good achievement in English.

**Keywords:** *Learners' Autonomy, Achievements.*

## INTRODUCTION

As a student, learning is an obligation, whether it is learning at school or home. Learner autonomy is defined as learners' ability to take charge or control of one's learning was seen as a natural product of the practice of self-directed learning, or teaching in which the objectives, progress, and evaluation of learning are determined by the learners themselves (Benson, 2001: 10). The researcher can conclude that autonomy is a responsibility in learning that students must have.

Nowadays, most students are less aware of the importance of responsibility in learning, whereas having a great sense of responsibility for learning would help their future lives. In other words, they should give more attention to the importance of learning at school and home to make their achievement better.

Based on the pre-observation which the researcher did, at the eleventh grade of SMA Negeri 1 Tembilahan Hulu, they prefer to play or forget about lessons after school instead of doing their homework. They also add that learning should be done in school; if they do not understand the lesson, they ask the teacher not to find out. It could be concluded that their responsibility in learning at home is still lack and must be improved.

Learning English as a second language should be realized for students. It is crucial to use English skills (listening, speaking, reading, and writing) better than usual. If they learn more, then more knowledge they get. Thus, to improve their ability, they should be conscious of the importance of learning; they should realize who the benefits are.

Learning English is very important for the students because nowadays too challenging to get a job if we have not the ability to use English. Furthermore, if we have a good English ability, we would have more advantage for getting a better job. In other words, having autonomy in learning English, it will make students have a better future in life.

In this research, the researcher researches Relation between Learners Autonomy and Their Achievement in Learning English. Therefore, learner autonomy is general in every school; it means every student at the school has it. Thus, the researcher is interested in taking this research at SMA Negeri 1 Tembilahan Hulu.

Based on the fact, learner autonomy of the students is less of attention from the students itself. It makes the relationship between learner autonomy and achievement in learning English at SMA Negeri 1 Tembilahan Hulu is unknown yet because English ate researcher will research the relationship between learners' autonomy and their achievement in learning English.

They are taken from the description above, the researcher interested in researching the relationship between learners' autonomy and their achievement in learning English at the eleventh grade of SMA Negeri 1 Tembilahan Hulu.

## LITERATURE REVIEW

### Learners' Autonomy

Autonomy and responsibility have an almost similar meaning. We may define autonomy as the freedom and ability to manage one is fair, which entails the right to make decisions. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one's action. Autonomy and responsibility both require active involvement, and they are very much interrelated (As Scharle & Szabo: 2000: 4). Umeda in Onozawa (2010: 127), as quoted by Fikri & Amri (2019:51), claim that autonomous learning includes not only learning individually or choosing, determining, and preparing all by oneself, but also possessing the flexibility to demand others for support and make fair use of other tools is essential to choosing and scheduling the students' learning.

Responsibility is a thing that students have to need. To get better at their learning, they have to give more responsibility for their learning, whether at school or home.

It is also supported by Little (1991: 69), he defines autonomy in language learning as "Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action; autonomous learners assume responsibility for determining the purpose, content, rhythm, and method of their learning, monitoring its progress and evaluating its outcomes."

In Japan, autonomy has been regarded as necessary and has been incorporated into the educational setting. Aoki (1998: 10) in Onozawa (2010: 127) recognizes that autonomy is the capacity to control one's learning, but points out that autonomy is the capacity to select and plan what and how one is going to learn and evaluate the effect of the learning when he or she desires to learn something. In addition to Aoki's definition, Umeda (2004) in Onozawa (2010: 127) argues that autonomous learning means not only merely studying alone nor selecting, deciding, and planning all by oneself, but also having the capacity to ask others for assistance and make fair use of other resources is crucial in order to select and plan their learning. In other words, learners or students need a teacher to develop it.

The characteristics of autonomy include:

1. Learning Strategy

2. Meta-Cognitive Knowledge

3. Learners' Attitude

**Achievement**

As Algarabel and Dasi (2001: 43-66) said that achievement is the word preferred in the educational or psychometrics fields, is sometimes characterized by the degree of inference required of the part of the students to give responses and by the type of reference to a cognitive process made explicit in the measurement tool.

Achievement is the results that have been achieved in the conduct of a person. Sudjana in Nurhidayati (2006:52) states that students' skill after they get the experience of study is called achievement.

Achievement is as kill or concrete results that can be achieved at the time or period. Based on these opinions, achievement in this research is the results that students in the learning process have achieved.

Education learning achievement is from learners' measurement, including cognitive, affective, and psychomotor learning after attending measured using a test instrument or instruments relevant. So the measurement of learning achievement is the result of the assessment of learning effort is expressed in the form of symbols, letters, or words that tell the results already achieved by each child at a certain period. Learning achievement results from the measurement of learners, which include cognitive factors, affective and psychomotor after following the learning process as measured by using the relevant test instrument.

The achievement of students in learning English can be seen from the availability of students to achieve the minimum criteria of English subject. In other words, if the students can reach the minimum criteria, it means they have achieved or passed the English subject well. Furthermore, the indicator of achievement can succeed if the students realize how important learning itself.

**RESEARCH METHOD**

The method used in this study is Correlational Quantitative Research. According to Gay & Peter (2000: 321), Correlation in Quantitative Research is a relationship that exists between two or more quantifiable variables. Moreover, according to Aliaga and Gunderson (2000) in Daniel Muijs (2011: 1), quantitative research explains phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

**FINDINGS AND DISCUSSION**

This research strived to answer the research question: "Is There Any Correlation between Learners' Autonomy and Learners' Achievement in Learning English at Eleventh Grade of SMA Negeri 1 Tembilahan Hulu?". To answer the research question, the researcher has researched the data for two variables. To collect the data of learners' autonomy, the researcher gave questionnaires, including 30 questions, to the 145 learners. Meanwhile, to collect the data of learners' achievement researcher asked the English teacher from the school.

After the data was collected, the researchers found the result of every variable, variable X (Learners' Autonomy) and variable Y (Learners' Achievement). Both variables have a different score. Variable X has a total score of 11300.4 and an average score of 77.93 with the interpretation *High Category,* while variable Y has a total score of 11830 and an average score of 81.58 with the interpretation *High Category*. The distribution of every variable is also different. For variable X, seven learners in *enough category* (4.8%), which was meant seven learners answer a "sometimes" to the questionnaires researcher gave, 83 learners in *strong category* (57.2%) which was meant 83 learners answer an "often" to the questionnaires researcher gave, 55 learners in *strongest category* (38%) which was meant 55 learners answer an "always" to the questionnaires researcher gave. For variable Y, 69 learners in *strong category* (47.6%), which was meant 69 learners have a strong category on their score of English subject from their teacher, 76 learners in *strongest category* (52.4%) which was meant 76 learners have the strongest category on their score of English subject from their teacher.

After the researcher analyzed variables X (Learners' Autonomy) and Y (Learners' Achievement) one by one, the researcher analyzed two variables used the r-Pearson formula and compared to the table of the degree of freedom (df) N (number of respondents) – nr (variables). The researcher found out that there was a positive correlation between learners' autonomy and their achievement in learning English. It was proved by the value of $r_{xy}$ of the correlation was more significant than $r_{table}$. The value of $r_{xy}$ was 0.1999 when the researcher consulted it to the $r_{table}$ with df (degree of freedom) is N – nr = 145 - 2 = 143, we found that $r_{table}$ had a value 0.1371 of 1% and 0.1631 of 5%, it could be seen obviously that the value of $r_{xy}$ is greater than the $r_{table}$. The facts imply that the learners' autonomy gives a useful contribution to the achievement of learning English. Autonomy and achievement correlate. The learners' autonomy is enough to achieve in learning English become better. It means, the better their autonomy, the higher their achievement in learning English. Finally, the researcher concluded a very low significant correlation between learners' autonomy and their achievement in learning English in the SMAN 1 Tembilahan Hulu.

**CONCLUSION**

After accomplishing the Correlational Quantitative Research's fundamental steps, the researcher concluded that autonomy and achievement correlates. The learners who have better autonomy in learning English can help get a better English subject achievement. If they want to get an achievement in English subject, they have to increase their autonomy or be responsible for learning it. There are some factors of being good learners in English, one of them is to make sure learners have autonomy in learning it.

Furthermore, in facts based on the data described in this research, the researcher concludes that the eleventh grade of SMAN 1 Tembilahan Hulu learners' autonomy and their achievement is in very low correlation. It means the learners' autonomy is enough to help them get a better achievement; the better their autonomy, the higher their English achievement.

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