



**INVESTIGATING EFL STUDENTS' AUTONOMOUS LEARNING IN READING  
ACTIVITY DURING ONLINE LEARNING**

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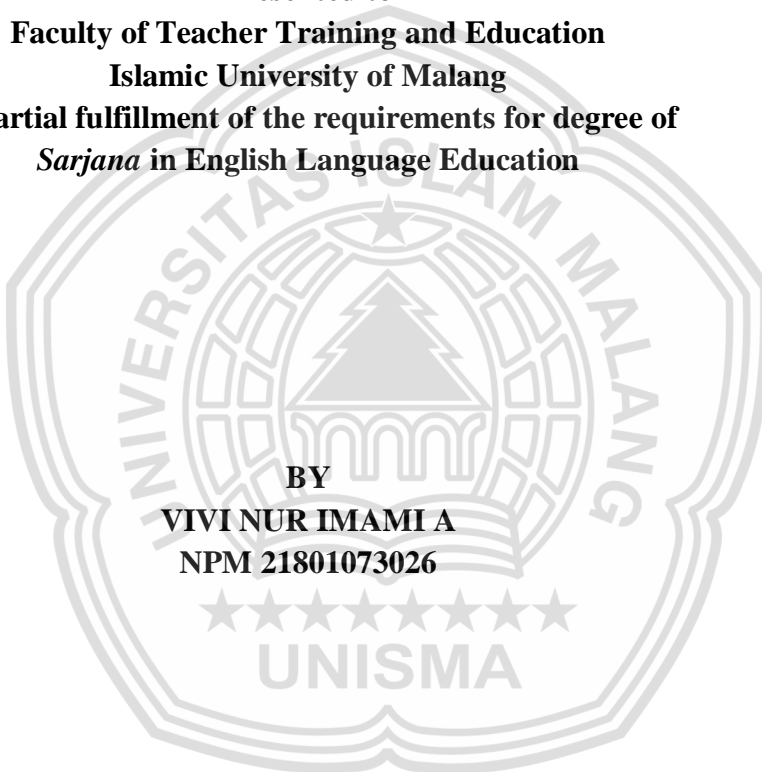
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**In partial fulfillment of the requirements for degree of  
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**BY**

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## ABSTRAK

Anggraini, V.N. A. 2022. *Investigating EFL Students' Autonomous Learning in Reading Activity During Online Learning*. Skripsi. Department of English Language Education, Faculty of Teacher Training and Education, University of Islam Malang.

Kata kunci: pembelajaran mandiri, keterampilan membaca, pembelajaran online.

Penelitian ini bertujuan untuk mengetahui bagaimana aktivitas membaca siswa EFL selama pembelajaran online dan faktor-faktor yang mempengaruhi aktivitas membaca mereka. Subjek penelitian ini adalah lima mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Islam Malang. Mereka dipilih berdasarkan pengalaman mereka di kelas membaca online. Instrumen pengumpulan data menggunakan wawancara dan angket. Kemudian, data dianalisis secara deskriptif.

Hasil penelitian ini menunjukkan bahwa aktivitas membaca yang paling disukai mahasiswa adalah membaca artikel bahasa Inggris dan e-book dari dosen. Membaca melalui aplikasi seperti Quora, membaca novel bahasa Inggris, membaca melalui media sosial, seperti membaca caption di Instagram dan membaca subtitle bahasa Inggris adalah kegiatan membaca pilihan berikutnya. Kegiatan tersebut didorong oleh strategi membaca yang mereka gunakan. Faktor internal yang berperan dalam pengembangan kemandirian membaca siswa EFL adalah pengetahuan, keterampilan, motivasi dan kepercayaan diri sedangkan faktor eksternal adalah orang tua, saudara kandung, lingkungan, dosen membaca dan teknologi. Secara keseluruhan, peneliti menyarankan kepada peneliti berikutnya untuk mendapatkan cara belajar mandiri yang lebih kreatif dalam membaca bahasa Inggris, pendekatan yang lebih mendalam dan jumlah responden yang lebih banyak.



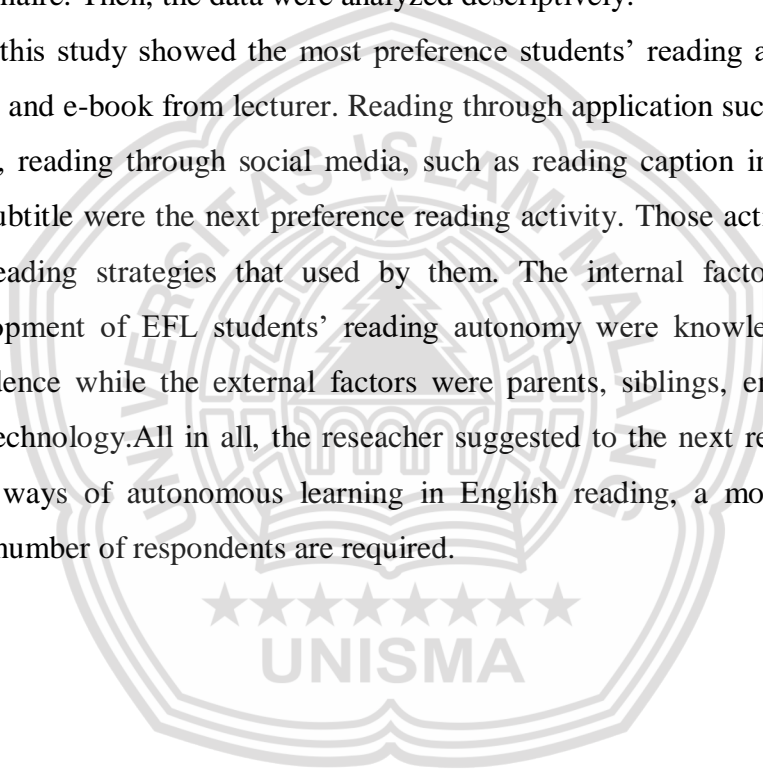
## ABSTRACT

Anggraini, V.N. A. 2022. *Investigating EFL Students' Autonomous Learning in Reading Activity During Online Learning*. Skripsi. Department of English Language Education, Faculty of Teacher Training and Education, University of Islam Malang.

Keywords: autonomous learning, reading skill, online learning.

This study was aimed at finding out how EFL students' reading activities during online learning and the factors influence their reading activity. The subject of this study are five English Education Department students of University Islam Malang. They were chosen by their experience in online reading class. The instrument of collecting data were used interview and questionnaire. Then, the data were analyzed descriptively.

The result of this study showed the most preference students' reading activity was reading English article and e-book from lecturer. Reading through application such as Quora, reading English novel, reading through social media, such as reading caption in Instagram and reading English subtitle were the next preference reading activity. Those activities were encouraged by the reading strategies that used by them. The internal factor found in contributing to development of EFL students' reading autonomy were knowledge, skills, motivation and confidence while the external factors were parents, siblings, environment, reading lecturer and technology. All in all, the researcher suggested to the next researcher to obtain more creative ways of autonomous learning in English reading, a more in-depth approach and a larger number of respondents are required.



## CHAPTER 1

### INTRODUCTION

This chapter discussed some topics related to the study's introduction. It consisted of background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, and the definition of the key terms.

#### 1.1 Background of the Study

The online learning system, also known as virtual learning system, is a type of learning system that incorporates an internet connection into the teaching and learning process (Bentley et al., 2012 in Sri Hariyati, 2020). Furthermore, Indonesia's education system has adopted 21st Century Learning principle, which states that schools and universities should not wait for such pandemic happening today to implement online learning. However, as Chiriyah et al. (2020) point out, this existing state poses substantial challenges in implementing online learning.

The implementation of online learning definitely affects the students learning interest. It also has some the strengths and weaknesses. The study that conducted by Setiana et al. (2021) showed that the students are lack of interest in attending lectures because of some problem such as the limitation of internet access, lecturer delivery methods, ect.

This is in line with the teaching English as a foreign language in Indonesia. For the purpose of helping students to be more independent

when learning English, especially in terms of increasing their reading skill, this present study was conducted.

To begin with, reading can be defined as a process to understand the meaning of a written text (Richards & Schmidt, 2010). Mastering reading skill is essential. Students can learn and get abundant information through reading (Agustiani, 2017). According to Murdibjono (2010) in Rahmawati& Wulyani (2013), there are three main reasons why reading ability should be improved. To begin, students need to read English reading material in terms of understanding other aspects of the language. Second, better readers acquire more vocabulary and are more familiar with the grammar of the language they are reading, both of them are beneficial for language acquisition. Additionally, having appropriate reading materials can introduce interesting themes, stimulate discussion, elicit creative responses, and serve as springboard for engaging lessons incorporating a variety of language skills.

Not to stop there, many factors can affect the EFL learning process of language learners in such a circumstance, one of them is autonomy. Benson (2013) emphasizes that no matter how much students learn in the formal sphere, they will always need to practice on their own to learn even more. It is autonomous learning.

Autonomous learning has become a popular topic to discuss for more than 30 years in foreign language teaching (Borg & Al-Busaidi, 2012). The definition which widely use is from Holec (1981), he described autonomy as “the ability to take charge of one’s own learning.” In addition, a language student who has autonomy could exert control over his learning situation by constructing learning objectives, establishing the content to be learned and its progression, selecting the method and techniques to be used, monitoring the learning process, and determining the evaluation. In short, autonomy refers to the ability to make decisions at various stages of the learning process.



Autonomous learners, according to Littlewood (1996, 428) in Tabiati (2016), are those who have the capacities to make and carry out decisions that regulate their actions. The capacities are divided into two categories, ability and willingness. Moreover, both ability and willingness can be broken down into two parts. Ability is based on knowledge of the alternatives from which decisions must be made and the skill required to make good choices. Meanwhile, willingness requires both desire and confidence in order to accept the responsibility demanded by the choice.

Autonomous learning refers to the idea that students should assume more responsibility for what they learn and how they learn it. It is considered to make learning more personal and targeted, resulting in higher learning result ( Prof. Jack C Richards (2021) in his personal blog) Professorjackrichards.com. In addition, Tomasouw & Marantika (2020) stated that because autonomous learning can enhance students' learning, it must be employed in education .

Students in higher degree need to implement autonomous learning in order to maintain their skills. This is in line with the research finding from Railton and Watson (2005), they stated that the important of autonomous learning in higher education, where students are expected to be independent, self-directed, proactive, creative, anticipative, and become completely responsible of their own educational lives.

To maintain students' English skills, especially in reading skills, they need more time to read intensively. During pandemic, students' activities at home become monotonous and eventually lead to boredom. Through reading, it can overcome the problem of saturation. There are several activities for students to read, such as they can read their own book whether it is English novel or even academic book. If they do not have English books, they can read online English books or online application for reading, they can read many English stories in Internet or in Social Media, ect.

Many people believe that technology can help students learn independently so it can promote autonomous learning for the students. A study conducted by T.T. Dang (2010) about advantages and disadvantages of learner autonomy promotion in Vietnamese EFL education, podcast, blogs, wikis, online writing sites, and other digital media are examples of developing technologies enabling autonomous language acquisition. Moreover, the current students are Z generation who can not be separated with the use of technology and they like to do many things alone include learning.

Some studies have discussed about learning reading skill using an autonomous learning system. One of them is the study conducted by Rahmawati, & Wulyani (2013) about using autonomous learning strategy to improve students English reading skill in the classroom. The findings showed that the implementation of autonomous learning can assist students in understanding English text and successfully help them to develop their positive attitudes toward reading activities. But, there is limited study about the students' reading activity during online learning. Therefore, the researcher was interesting in investigating about how students maintain their reading ability and what factor contributing to learners' autonomy in reading during online learning.

This study focuses on how EFL learners in English Department of University of Islam Malang maintain their reading ability during online learning and what factor contributing to learners' autonomy in reading. As far as the researcher know, each student has his own way to improve their English skill, so what they do in the context of improving their reading ability is important to be investigated since lecturers need to know their students preference in terms of how their students maintain their reading ability during online learning. This study conducted to provide valuable information about EFL students are willing to improve their reading ability and what factors contributing to their autonomy in English reading skill during online learning.



## 1.2 Research Problems

The research problems of this study can be stated as follows:

- 1) How do English Education Study Program students at University Islam Malang maintain their English reading skill during online learning?
- 2) What factors do contribute learners' autonomy in learning reading during online learning?

## 1.3 Objective of the Study

According to the reasearch problem above, the objectives of the study can be stated as follows:

- 1) To investigate how English Education Study Program students at University Islam Malang maintain their Englishreadingskill during online learning.
- 2) To know the factors that contribute learners' autonomy inlearning reading during online learning.

## 1.4 Significance of the Study

There are theorotically and practical benefits from tis research, as follows;

### 1. The Theoritical Benefit

This research can be useful as a source of reference for relevant research on EFL students' autonomous learning in reading activities and this research can be useful as input to increase knowledge about EFL students' autonomous learning in reading activities during online learning at English Department of University Islam Malang.

### 2. The Practical Benefit

- a. The finding of this study can be used as a guide for English lecturers and teachers to adopt an online learning model that will speed up the learning process and assist students achieve better academic result.
- b. The researchers, can increase the knowledge and provide the information of autonomous EFL students in reading activity during online learning.
- c. The students, the result can help them to understand how they maintain their reading skills during pandemic and it also can help them to modify their learning to be in tune with new normal condition.

### 1.5 Scope and Delimitation of the Study

The research focuses on EFL students in University of Islam Malang. The selected students was those who in fourth semester. They were also selected based on their experiences in learning reading during pandemic or online learning. The limitation of the study was the participant of this study was limited. The selected participants were chosen to be the subjects in this study because of they have the high score in the reading class.

### 1.6 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding and ambiguity. There are some terms used in this study which need to be defined.

**English as a Foreign Language (EFL)** is a term used to describe non-native speakers studying English in places or countries where English is not primary language. EFL students, in this case, are people who are studying English at English Education Department of University Islam Malang.

**Reading Skill** is reading is an activity undertaken and used by readers who want to obtain the author's message through the medium of words or written language. In order to

enhanced reading skill, EFL learners have several activities. When online learning, students might have different reading activities from reading activities in the classroom.

**Autonomous Learning** is a situation where the students are responsible of their learning especially in reading. Students' reading activities, such as choosing the time and material to read, rating the material to read, finishing reading assignment on time, and reading quickly with complete comprehension, show their capacity to take responsibility for reading.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter consisted of conclusion and suggestion of this study. The researcher stated the conclusion of the study and some suggestion for EFL students, reading lecturer, and also next researcher.

#### 5.1. Conclusion

Based on the previous chapter, findings and discussions, it shows that the first and the most reading activity used by the subjects to maintain their reading skill during online learning is reading through social media, such as reading caption, quotes, text in Instagram and Tiktok. The second activity is reading article and E-book from their lecturer. Reading English novel, reading English text through application, reading English subtitles are the preference activity of the subjects to maintain their reading skill during online learning. The overall finding seem promote the autonomous learning during online learning.

Those activities above supported by reading strategies use by each subjects. All of the subjects said they choose English reading materials by their interest. Moreover, they also read the title and summary of the reading material before read the text, and they use to predicting the unfamiliar word by read before and after that word and re-reading the sentence or paragraph. They also added if they still can not predict the meaning, they translated it into Google Translate. Three subjects take a notes some points in paragraph while one of the subjects use to reviewing with paraphrase technique.

The internal factor found in contributing to development of EFL students' reading autonomy are knowledge, skills, motivation and confidence. According to the composition of internal factors, it appeared the contributions of skill and motivation are more significant than two others. Furthermore, the external factors that contribute to development of EFL students' reading autonomy are parents, siblings, environment, reading lecturer and technology. Among them, technology and environment factors are more significant factors in contributing EFL students' reading autonomy during online learning. This finding about the factors that contribute to development EFL students' reading autonomy during online learning support the study conducted by Tabiati, SE in 2016.

## 5.2 Suggestions

Based on the conclusion above, suggestions concerning the EFL students' autonomous learning in reading activity are addressed to EFL students, English reading lecturer, and next reserachers.

First, for EFL students can modify their reading activities and also use more reading strategies to increase reading interest. The EFL students also need to monitor their English reading process and also make the evaluation in order to get the better output.

For the English reading lecturer, the deadlines set by reading lecturer, confidence in overcoming reading problem, and motivation to win competition among peers were found as the aspects affect toEFL students reading autonomy. So, the lecturer need to give deadline for every assignment in order to motivate and make EFL students more responsible for it.

The last is for the next researchers. However, because of the small limited sample, this study cannot be generalized to many other EFL learners. To obtain more creative ways of autonomous learning in English reading, a more in-depth approach and a larger number of respondents are required. Aside from the fact that this study is only focused on reading ability, a study on listening and writing ability is also worthwhile because listening and writing ability are also important for EFL students.





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