THE LEARNING STRATEGIES AND MOTIVATION OF AUTONOMOUS LEARNERS
(A CASE STUDY AT ENGLISH EDUCATION DEPARTMENT STUDENTS OF TEACHER TRAINING AND EDUCATION FACULTY OF SEBELAS MARET UNIVERSITY IN THE ACADEMIC YEAR OF 2016/2017)

A THESIS

By:
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Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Achieving Undergraduate Degree of Education in English Education Department

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
2017
PRONOUNCEMENT

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I would like to pronounce that the thesis entitled “LEARNING STRATEGIES AND MOTIVATION OF AUTONOMOUS LEARNERS (A CASE STUDY AT ENGLISH EDUCATION DEPARTMENT STUDENTS OF TEACHER TRAINING AND EDUCATION FACULTY OF SEBELAS MARET UNIVERSITY IN THE ACADEMIC YEAR OF 2016/2017)” is really my own work. It is not a product of plagiarism or made by others. Everything related to others’ work is written in quotations, the sources of which are listed in the bibliography. If this thesis is proven to be a product of plagiarism, the researcher is ready to receive any academic punishment.

Surakarta, May 2017

The Researcher

Hisyam Nur Ahmad Latif
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ABSTRACT


This research is aimed at (1) investigating the English learning strategy used by autonomous learners; and (2) investigating the English learning motivation of autonomous learners. This research was conducted using qualitative case study method. The research was carried out in March 2016 in English Education Department of Teacher Training and Education Faculty of Sebelas Maret University in the Academic Year of 2016/2017. The data were collected through questionnaires, interviews and peer observations. The data were analyzed using interactive model of qualitative data analysis technique, which includes data reduction, data display, and drawing conclusion.

Based on the result of the research, it can be concluded that: (1) All of the students use the strategies covered by Oxford’s learning strategy classification, which are memory strategy, cognitive strategy, metacognitive strategy, compensation strategy, affective strategy, and social strategy. They apply memory strategy by grouping words, using context and reviewing. They apply cognitive strategy by analyzing and reasoning, practicing, and creating structures for input and output. They apply compensation strategy by guessing meaning by context, paraphrasing, and language switching. They apply metacognitive strategy by planning and reviewing their study regularly. They apply their affective strategy by preparing their lesson beforehand to avoid nervousness and switching their activities, using the concept of ‘reward-punishment’ to avoid boredom and motivate themselves. They apply social strategy by clarifying problems and verifying answers to lecturers or friends. (2) Students’ motivation shows high degree of internal motivation. All of the students are intrinsically motivated towards their learning. It means that they learn English out of internal interest rather than external ones. They learn English because it is enjoyable. They do not feel pressured nor reluctant because of external pressures that force them to do so.

Autonomous learners are learners who can take control of their learning. They know what to learn and how to learn. They are aware of the goal and reason of learning. They know how to use learning strategies to reach their learning goal and aware of the motivation underlying their actions. Therefore, it is expected that promoting the use of learning strategy and motivation will help the students to be effective and successful learners.

Keywords: Autonomous learners, language learning strategies, motivation
ABSTRAK


Pembelajaran otonomi dipandang sebagai salah satu cara untuk mendorong siswa agar sukses dalam belajar. Pendekatan kepada pembelajaran tersebut dapat dicapai dengan cara mendorong siswa menggunakan strategi belajar dan motivasi secara maksimal. Dengan begitu, dorongan untuk penggunaan strategi elajar dan motivasi diharapkan akan membantu siswa untuk menjadi pembelajar yang efektif dan sukses.

Kata kunci: Pembelajar otonomi, strategi belajar, motivasi
MOTTO

So do not weaken and do not grieve,
and you will be superior if you are (true) believers.
(QS. Ali Imran: 139)

The inclinations to take interest in novelty, to actively assimilate,
and to creatively apply our skills is not limited to childhood,
but is a significant feature of human nature that affects performance,
persistence, and well-being across life’s epochs

(Ryan & LaGuardia)

The truth is rarely pure and never simple

(Oscar Wilde)
DEDICATION

This thesis is dedicated to:

- My beloved parents
- My friends & family
- English Education Department
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Praise be to Allah SWT for His blessing to me so that I can successfully finish this thesis. This thesis appears in its current form due to the guidance and assistance from family, friends, and others. Therefore I would like to offer my sincere thanks to:

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I am the one who is responsible to any errors may remain in the content of this work. So, constructive feedback, comments, suggestions, and criticisms are welcomed for the betterment of this thesis. I hope that this work will give knowledge to the readers and contribute to the better education in the future.

Surakarta, May 2017

Hisyam Nur Ahmad Latif
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