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A Portrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension

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ABSTRACT

Autonomy or the capacity to take charge of one's learning is seen not only as a favorite topic but also as a crucial necessity in language learning.In Indonesia, the principle of autonomous learning was implemented in the 2013 curriculum. This research aimed to capture the practice of learner autonomy and its role in the learning process through a strategy which is used in practicing autonomy. Metacognitive strategy, which has a planning process, monitoring process, problem-solving process, and evaluating process is necessary for learners' autonomy. The qualitative research method was used in conducting this research. Three data collection methods were used in capturing the data in all metacognitive's process. Each method has its dimension in collecting the data. A participatory observation was used to collect data from activeness dimension. A student questionnaire was used to find out awareness dimension while an interview was used for responsibility and ability dimensions. The data from these data collection methods were triangulated. This research has the flexibility to be conducted in any institution where the 2013 curriculum is implemented. SMP N 32 Semarang was chosen for this reason. Based on the research, the learners are autonomous, they are active, aware, responsible, and able to take control of their learning in all metacognitive strategy processes (planning, monitoring, problem-solving and evaluating), yet they are not completely free from teacher's guidance, they need it in making a plan, monitoring, solving problem, and evaluating their learning.

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Introduction

Learner's autonomy is a concept "erupted" as a need of defining the move from conventional educating to interactive educating. Autonomy is often associated with the terms of independence, individualization, solo learning and self-instruction (Benson,2011). The process like this takes into thought components that offer assistance cultivate and keep up superior learning, self-motivated learning and helps learners' in the finding of who they are, what they like and how they learn best. Jacobs & Farrell (2001) state that "the concept of learner autonomy emphasizes the part of the learner, rather than the part of the teacher, centers on the process, rather than the product and energizes learners to create their purposes of learning and to see learning as a long-lasting process." The portion where the learner has control over

his/her learning is stress-free for both the teacher and the learner. The teacher is no longer beneath the highlight, and the learner has more self-confidence presently. When scholarly learning is considered, learners' styles of learning is ensured, in this case, the strategy of reading (Igballe Miftari, 2015, 101). Metacognitive which includes planning, monitoring, evaluating and problem-solving processes appear as a strategy towards autonomy.

Human beings are told to consider their learning, to take control of their learning and to cultivate self-motivated learning in the finding of who they are, what they like and how they learn best. The Islamic teaching considered the concept above as stated in Qur'an chapter al-Hasyr, verse 18 emphasizing that all of us for own sake ought to examine the deeds executed. It is like a learner who is examining their learning. Further, we ought to make calculations approximately the provision for the journey of his life within the future. In short, all of us needs to consider what to do within the future, using workout control in every motion, thinking with full consciousness of what is doing. That is the equivalent of metacognition as a strategy towards autonomy.

In Indonesia, the practice of learner autonomy was conducted in 2013 educational programs. Concurring to Sahiruddin in Permata and Arianti (2016), the government has planned the instruction of educational programs a few times. The 2013 educational programs are the most current one that is outlined by the government. The concept of the 2013 educational programs is that learners can make progress of their capacity in learning English autonomously. The learners learn English not inside the school, but also outside the classroom.

Agreeing to Dardjowidjojo in Ardi (2017), executing the concept of autonomy is a challenging task for EFL learners in Indonesia basically due to three existing social and philosophical values in its society. Begin with the *manut-lan-miturut* (to concur and comply) logic, *ewuh-pekewuh* (awkward and uneasy) logic, and *sabdapenditaratu* (the words of a consecrated lord) logic. Those three shapes of logic are shown in the control relationship between teacher and learners in the EFL classroom. Most learners subsequently acknowledge their instructors as a specialist figure they ought to take after and comply. The 2013 educational programs have been actualized in this philosophical and social reality. SMP N 32 Semarang was chosen in researching because implementing the 2013 curriculum. By capturing the phenomenon of learner autonomy, we can indicate the strategy inside it. Besides, the metacognitive strategy includes planning aspect, monitoring aspect, problem-solving aspect, and evaluation aspect that is necessary for learners' autonomy.

Literature Review

Learner autonomy

Many experts in education have tried to construct a definition concerning autonomy. Autonomy is a matter of the learners' psychological reference to the method and content of learning; a capability for detachment, essential reflection, decision-making and independent action. (Little, 2016). Benson & Voller in Nunan (2003) states that the term autonomy has emerged as used for conditions in which learners learn completely on their personal; for a set of capabilities which may be found out and implemented in self-directed studying; for an inborn capability that is suppressed through institutional schooling; for the workout of learners' duty for his or her personal studying; and for the proper of learners to decide the route in their personal studying.

Autonomy is strongly tied to a learners' capacity. Benson in Nunan (2003) states that autonomy is the capacity to take control of one's learning. The capacity includes learners ability to initiate and manage their learning, set their priorities and goals and attempt to link them together with their own will and abilities in order to enhance better learning. The capacity is connected to autonomy through learners' potential, desire, and freedom.

Learner Autonomy and Metacognitive Strategy Concept

Once learners reflect their studying and the effectiveness of the method is referred to metacognition. Metacognitive includes self-control inside which encompass the activities of self-regulated thinking. This self-regulated thinking is vital as it results in making plans and practice as for how to finish an assignment, tracking ones' fulfillment, reflecting and self-evaluating the results of the undertaking of completion. The learner is active element-taking in the process and as a primary factor which is now auto-crucial. The learner is now able to specialize in the primary factors of relevance in great learning (powerful personal learning). The metacognitive strategy is described by Singhal (2001) as behaviors undertaken through the learners to devise, set up, and examine their studying. Such strategies include directed attention and self-evaluation, organization, placing goals and targets, looking for exercise opportunities, and any other strategies. Inside the context of reading, self-tracking and correction of mistakes are further examples of metacognitive strategy.

Metacognitive in Reading Strategy

Reading as a skill requires primary interest and passion, creativity and imagination. It requires deep vocabulary expertise and prior experience with books. In reading mainly, the learners ought to be capable of becoming aware of the extraordinary metacognitive strategy which is most appropriate for them.

After a decade of persevering with studies, Chamot, Barnhardt, El-Dinary& Robbins (1999) in Danuwong (2006) propose the Metacognitive version of Strategic learning. This version advanced from a previous theory which includes three metacognitive processes: making plans, tracking and assessment. Later within the version improvement, Chamot and associates in Danuwong (2006)supplied four processes: making plans, monitoring, problem-solving and evaluating. The version also suggests learning strategies, i.e., metacognitive, cognitive and social-affective, those have been powerful in lots of learning tasks, such as FL/SL learning and were classified beneath every metacognitive process.

The individual strategy of the planning process allows a person to arrange an idea or precept learning task earlier, prepare strategies for an upcoming task and make a plan for the components, series, dominant thoughts or language function for use.The monitoring process includes the capacity to check, affirm or to accurate learner's comprehension or overall performance.The problem-solving process consists of the capacity to inference or elaborate, ask for clarification, attempt out options, access numerous sources, and work trouble out in a group and self-encouragement. The evaluating process entails the capacity to consider the results/achievement of the studying or overall performance and decide how effective a plan is being done.

The phenomenon of learner autonomy is visible in four dimensions: responsibility, awareness, activity, and ability. The descriptions of the dimensions are as follow:

Responsibility

Responsibilityis a significant dimension of learner autonomy and is seen as one of the two main features of learner autonomy (Littlewood, 1999). The students should take responsibility for their learning because only the students themselves can carry out the learning. The second point defines that taking responsibility as learners means taking ownership (partial or total) of many processes which have traditionally belonged to the teacher such as deciding on learning objectives, selecting learning methods, and evaluating the process (Wikins, 2017).

Awareness

Autonomy involves students having a range of learning strategies which they can apply flexibly in different contexts. Teachers can help students to develop learning strategies through learner training in the classroom in various forms. One crucial practical step is awareness-raising on how to use self-reference tools such as English-English dictionaries and grammar books (Wikins, 2017).

a. Activeness

Students' activeness is tasks that involve active cognitive processes (which are based on the students' metacognitive process) such as creating, problem-solving, reasoning, decision-making, and evaluation. In these tasks, for example, students feel comfortable asking questions and have maximum

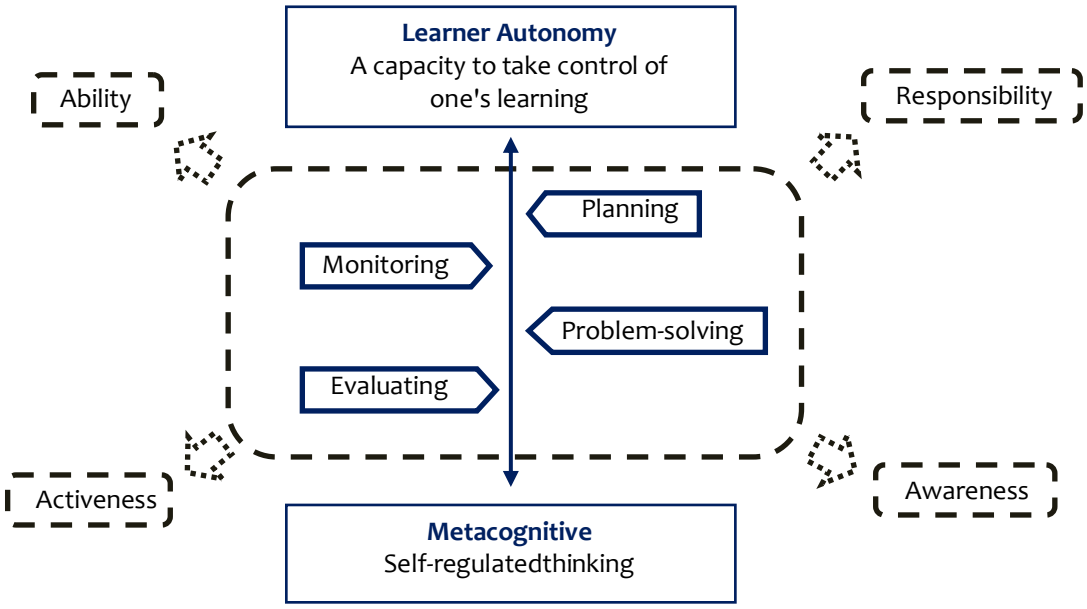
opportunity to communicate in the target language in a classroom environment that is warm, open, and encourages students to participate (Wikins, 2017).

b. Ability

Ability, as another dimension of learner autonomy utilized in this study, refers to students' capability of accomplishing those many processes or tasks previously mentioned. The development of this ability is necessary for students to take responsibility for their learning (Wikins, 2017).

Metacognitive involves self-management inside which encompasses the activities of self-regulated thinking. The appearance of these processes is visible from the four dimensions above which presented on the diagram below.

Figure1 Learner autonomy and metacognitive concept (Wikins, 2017)



Method

Research Design

The qualitative research method was used in this study because of several reasons adapted from Bungin (2015). This study is a case study. A case study is a research method involving an up-close, in-depth, and detailed examination of a subject of study (the case), as well as its related contextual conditions. This research examined the case of learner autonomy in reading comprehension through metacognitive reading strategy.

Research setting & Subject

This research was conducted from 17th February 2018 to 16th March 2018 at class VIII of SMP N 32 Semarang, located on Jl. Ki Mangunsarkoro No.1 Semarang. This is a kind of research which can be conducted where the school has implemented the 2013 curriculum.

The subjects of this study were students of SMP N 32 Semarang. Subject selection is made by selecting samples of 50 students from VIII grade. To make the results of research more representative, four English teachers of SMP N 32 Semarang are interviewed.

Types and data source

Based on the data source, the data gained were primary data. Primary data are the data obtained or collected by researchers directly from the source data.

Data collection technique

a. Participatory observation

The use of participatory observation is to capture learner autonomy in the dimension of activeness, observing the students' activeness in taking control for their learning process, and highlighting the aspects of learner autonomy implemented in the learning activity and the use of metacognitive reading strategies in reading comprehension. The behavioral list was used to conduct this observation. One tally (/) was added each one activity appear in one meeting. The tallies were totaled and converted into a percentage by dividing the total tallies by the number of students, so the formula of conversation is $\frac{total\ tallies}{number\ of\ student}\ x\ 100\%$. This observation list is only for planning, problem-solving, and evaluating processes.

The monitoring process is impossible to be indicated because the action happens inside the students' mind. The data of evaluating process is also impossible to be indicated through visual observation in class. Therefore, the researcher made an evaluation sheet to be filled by the students. The students were

on junior high school level; they may have difficulty to build words to express their strength and weakness. The participatory observation list is provided in table 1.

Table 1 Participatory Observation List

	No	Activeness	Indicator	Tallus	Number	%
Planning	1	Students set their own learning goal	No students ask what they should do with the task			
	2	Students need a teacher to discuss their learning goal	Students ask or negotiate the goal with the teacher			
	3	Students depend on the teacher's order	Students wait for teacher's command			
Monitoring	4					
	5					
	6					
Problem-solving	7	Students solve their problem through their self	Opening dictionary/grammar book/another resource			
	8	Students need teacher/peer to solve their problem	Opening dictionary/grammar book/other resource and asking teacher/ peer for clarification			
	9	Students depend on the teacher to solve their problem	Asking the teacher to solve the problem they met			
Evaluating	10	Students can mention all of their weakness and strength	All points mentioned on students' evaluation sheet match with students' exercise result			
	11	Students can mention some of their weakness and strength	Some points mentioned on students' evaluation sheet match with students' exercise result			
	12	Students have difficulty in mentioning their weakness and strength	None points mentioned on students' evaluation sheet match with students' exercise result			

b. Student Questionnaire

A questionnaire was designed for students regarding the dimension of awareness. This questionnaire was aimed to capture students' awareness in their metacognitive strategy. The questionnaire consisted of 20 questions consists of yes/no questions, and divided into four parts: the first part (five questions) referred to students' planning strategies, the second part (five questions) referred to students' monitoring strategies, the third part (five questions) referred to students' problem-solving strategies, and the last part (five questions) referred to students' evaluating strategies. The questions were listed in table 2. From the questionnaire, the "yes" answer was scored 1, and "no" answer was scored 0. This questionnaire aimed to expose on which point of metacognitive students

awareness was. The score was totaled and converted in percentage by the formula: $\frac{total\ score}{the\ number\ of\ students} x100\%$ for each point. This questionnaire was given to the students after reading a passage and finishing the exercises.

Table 2 Student Questionnaire

	No	Questions	Answer	
			Yes	No
Planning	1	Do you choose a strategy to understand the text? (reading overall text or partial and so on)		
	2	Do you predict the incoming information before reading the text?		
	3	Do you link your prior knowledge to guess the content of the text?		
	4	Do you make preparation to overcome confront obstacles? (preparing dictionary/grammar book)		
	5	Do you need a teacher's guidance to know your learning goal?		
Monitoring	6	Do you check the appropriateness of the strategy used?		
	7	Do you check the importance of the information you found?		
	8	Do you check the correctness of the prediction?		
	9	Do you check the weakness/obstacles?		
	10	Do you need a teacher's guidance to monitor your learning? (asking for the correctness of every single step you do in your learning)		
Problem-solving	11	Do you elaborate your knowledge and information you found to conclude?		
	12	Do you make new guesses?		
	13	Do you access various resources to understand the text? (internet and dictionary for example)		
	14	Do you encourage yourself when you found difficulty? (like keep reading even if you found it difficult to understand the text)		
	15	Do you ask the teacher/peer for clarification or solving the problem you met?		
Evaluating	16	Do you make sure that the goal you made before reading the text has been met?		
	17	Do you judge the correctness of your prediction?		
	18	Do you judge how well the task has been accomplished?		
	19	Do you assess how effective the strategy you used?		
	20	Do you need your test score to know your weakness and strength?		

c. Interview

The semi-structured interview was made to gain information needed regarding the dimensions of responsibility and ability. This interview questions on teacher's experience on teacher and students ability and responsibility in teaching-learning activity especially on reading comprehension. The interview guideline was provided on the appendix, while the list of questions for metacognitive strategy on reading comprehension was provided on table 3. From the interview, the data was listed and took for similarity among teachers.

Table 3 Questions of Ability and Responsibility

	No	Questions of Responsibility		
		No	Answer	Questions of Ability
Planning	1	Are students responsible for making a plan in their reading comprehension such as setting a goal, choosing strategies, and doing self-management?		
		A	Yes	In what way students are making their plan for their reading comprehension?
		B	No	Is it teacher's responsibility? Why don't students have the ability for this?
Monitoring	2	Are students responsible for monitoring their reading comprehension such as checking their progress, checking their learning strategy, and detecting their mistake?		
		A	Yes	In what way students monitor their reading comprehension?
		B	No	Is it teacher's responsibility? Why don't students have the ability for this?
Problem-solving	3	Are students responsible for solving their problem in their reading comprehension such as accessing various resources, asking teacher or peers for solving their problem and elaborating their learning?		
		A	Yes	In what way students solve their problem in their reading comprehension?
		B	No	Is it teacher's responsibility? Why don't students have the ability for this?
Evaluating	4	Are students responsible for evaluating their reading comprehension such as judging how well the task been accomplished, judging how much has been learned and assessing learning strategy they use?		
		A	Yes	In what way students monitor their reading comprehension?
		B	No	Is it teacher's responsibility? Why don't students have the ability for this?

Data validity test

Sugiyono, 2015 says that data validity test in qualitative research consists of testing the credibility (internal validity), transferability (external validity), dependability (reliability), confirmability (objectivity). Triangulation technique was used to test the credibility (internal validity). Data triangulation technique was used to make sure that the data were valid. Triangulation technique is a technique for testing the validity of the data by checking the data from the same source with a different technique (Sugiyono, 2015).

Data analysis technique

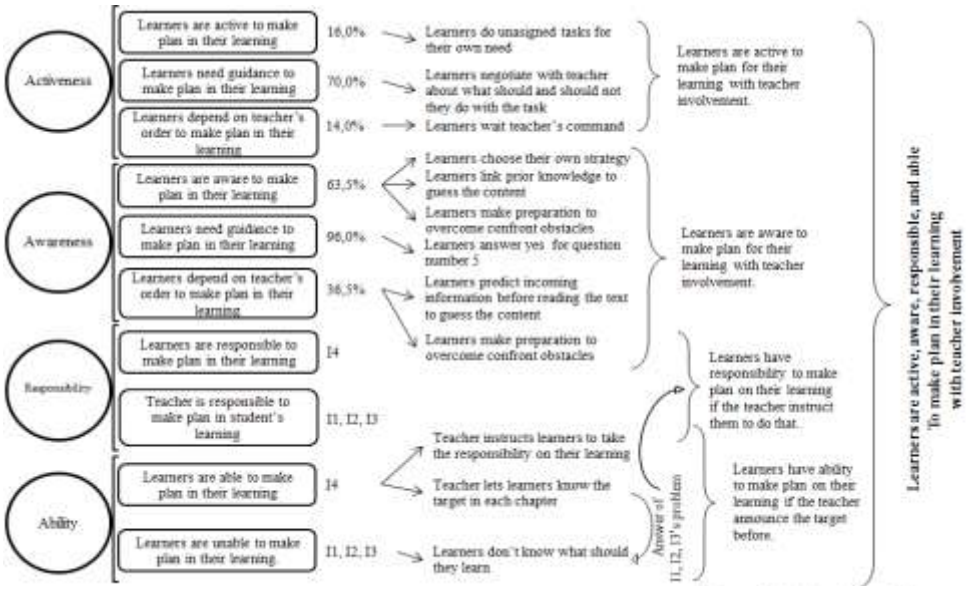
Qualitative research allows data analysis process while the researchers are collecting the data or after returning from collecting the data. In this research, data analysis has been conducted simultaneously with the data collection process. The flow of analysis follows an interactive analysis model as revealed by Miles and Huberman (1992). The techniques used in analyzing the data consist of Data Reduction, Data Presentation, and Conclusion.

Findings and Discussion

Autonomy Represented in Learners' Metacognitive Reading Strategy through Planning Process

The research found that autonomy represented in learners' metacognitive strategy through the planning process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and able to make a plan in their learning. They are not completely free from the teacher's guidance. Teacher's guidance in the planning process takes an important role.

Figure 2 Finding on Planning Process



The learners' activeness has a slight difference from its inactiveness. Here, the application of learner autonomy is lack of freedom for the learner. Freedom becomes important to point in autonomy. Learners can use it to have the awareness to take responsibility which brings them to the ability to make a plan in their learning based on their own need by understanding the benefit they will get from the task order. It is teachers' action need. Therefore, the sessionshows that learners are actively asking and negotiating with the teacher in order to get the guidance.

Learners are aware of choosing their strategy, linking their prior knowledge, and preparing to overcome confront obstacles, yet, they have less awareness in predicting incoming information before reading the text to guess the content. Most of the learners are aware that they need a teacher's guidance in making a plan for their learning.

Learners have responsibility to make plan in their learning if teacher takes role as the learners' consultant to negotiate the learning goal in narrow scope (the scope

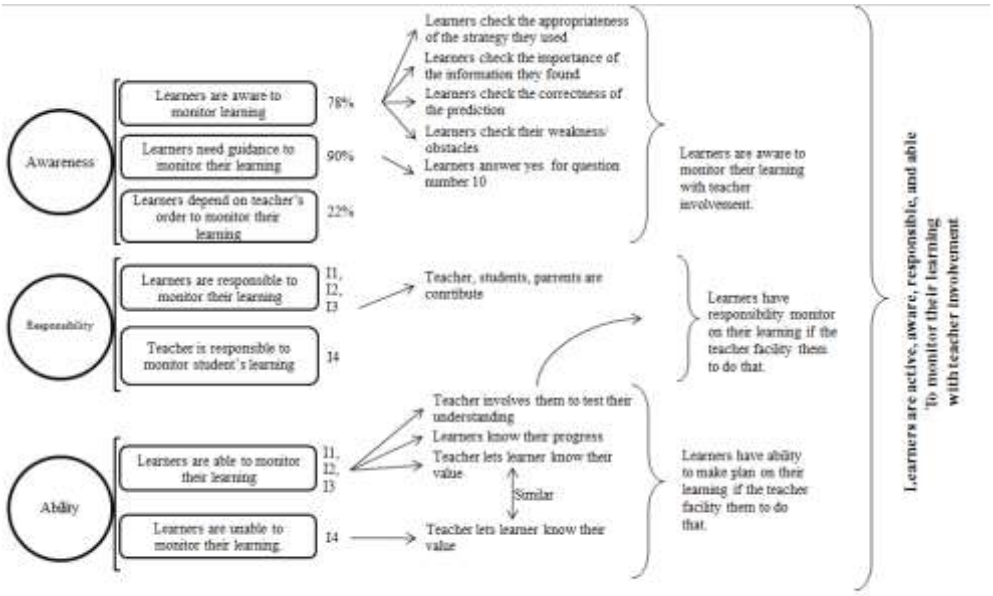
of materials or chapter) not on broader scope (the scope of lesson planning for one semester or one year because the materials are already provided in sequence on syllabus). Learners can take responsibility if the teacher announces the learning targets. They know what should they do, what should they learn, and how they learn best to master it.

Autonomy Represented in Learners' Metacognitive Reading Strategy through Monitoring Process

The research found that autonomy represented in learners' metacognitive strategy through the monitoring process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and able to monitor their learning. They are not completely free from the teacher's guidance. Teacher's guidance in monitoring process takes the essential role.

Learners are aware in checking the appropriateness of the strategy, checking the importance of the information, checking the correctness of the prediction, and checking their weakness or obstacles. No learners' unawareness point got a higher percentage than that the unawareness. Most the learners are aware that they need teacher guidance in monitoring their learning.

Figure 3 Finding on Monitoring Process



acher involvement. Besides, parents also have a responsibility to monitor students' learning by considering the progress. Learners can monitor their learning by involving teacher and parents to make them know their score and their learning progress.

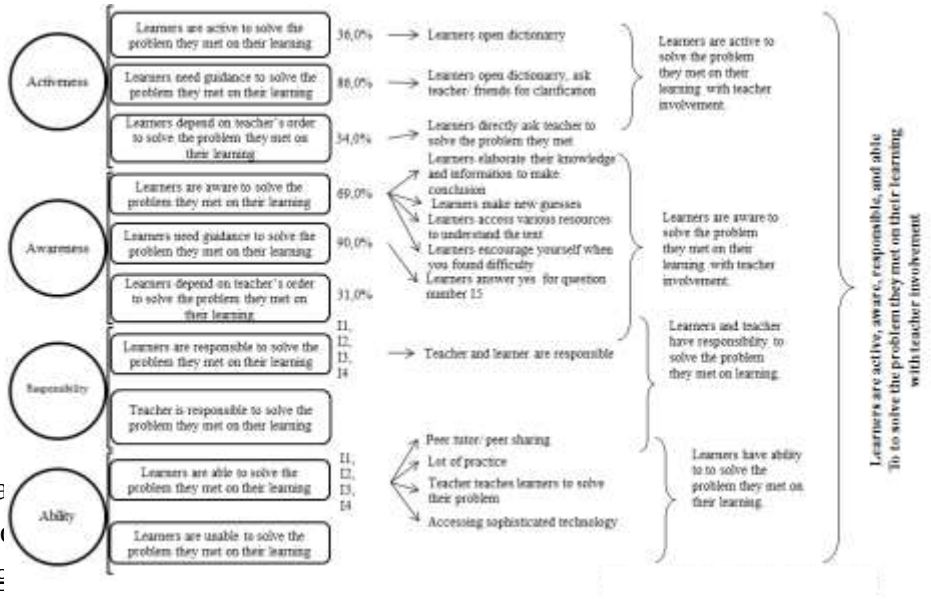
Autonomy Represented in Learners' Metacognitive Reading Strategy through Problem Solving Process

The research found that autonomy represented in learners' metacognitive strategy through the problem-solving process is dominated by the need of teacher's

guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and be able to solve the problem they met on their learning. They are not completely free from the teacher's guidance. Teacher's guidance in the planning process takes the essential role.

The learners' activeness has a slight difference from its inactiveness. Here, the application of learner autonomy is lack of facility for the learner. The facility becomes an important point in autonomy. Learners can use it to have the awareness to take responsibility which brings them to the ability to solve the problem they met on their learning based on their own need. When the teacher is the only facility they have, they only have one choice to solve their problem, directly ask the teacher. It is one of the teacher's roles as facilitator, but the teacher has to limit action to satisfy all of the students' curiosity. The unsatisfied curiosity will grow into laziness. It is better if students have their weapon to solve their problem. Some factors influence the existence of the facility to support students' learning. One of them can be the students' awareness of the facility, but this factor is in control of the school or teacher' obligation.

Figure 4 Finding on Problem Solving Process



ma conclude, en nts got a hig wareness dominates the problem-solving process in awareness dimension. Most the learners are aware that they need teacher guidance in solving the problem they met in their learning.

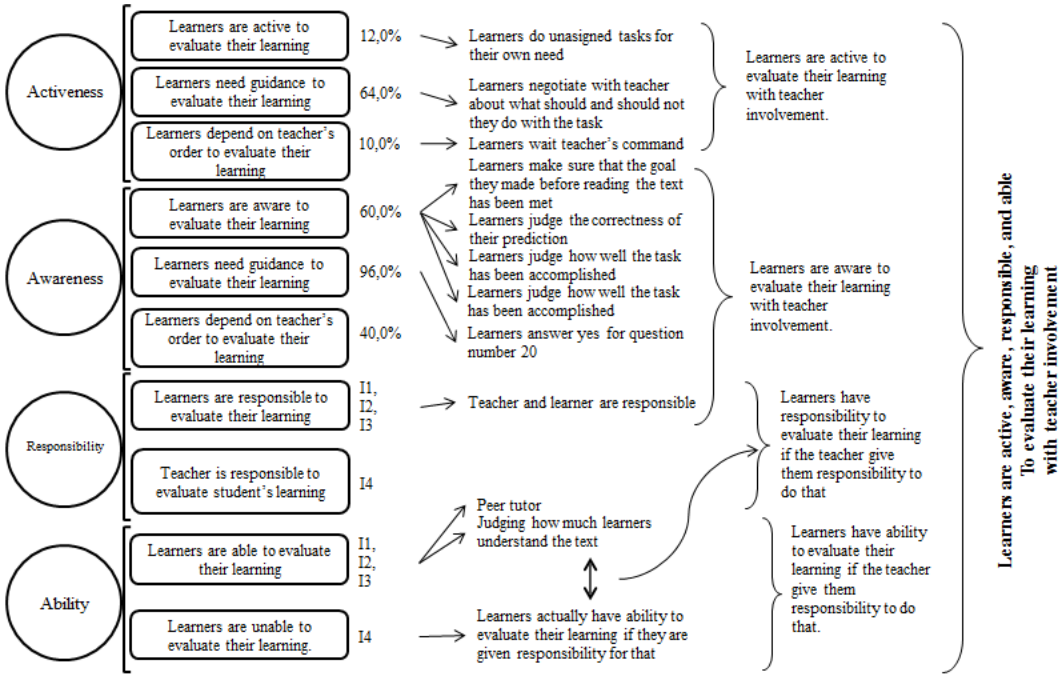
The responsibility to solve learner's problem becomes the responsibility of both teacher and learner. The learners can solve their problem through various methods. They can do that by themselves, by accessing various resources or peer sharing. Besides, they can ask the teacher to teach them about the things they do not know about the underlying problem they found in their learning.

Autonomy Represented in Learners' Metacognitive Reading Strategy through Evaluating Process

The research found that autonomy represented in learners' metacognitive strategy through evaluating process is dominated by the need of teacher's guidance in all dimensions. The learners are autonomous; they are active, aware, responsible, and be able to make a plan in their learning. They are not completely free from the teacher's guidance. Teacher's guidance in evaluating process takes an essential role.

The learners' activeness has a slight difference from its inactiveness. Most the learners can mention some of their weakness and strength. It means that they need teacher guidance to know precisely their weakness and strength, and also to improve their evaluating skill.

Figure 5 Finding on Evaluating Process



Learners are aware in checking the appropriateness of the strategy, checking the importance of the information, checking the correctness of the prediction, and checking their weakness or obstacles. No learners' unawareness points got a higher percentage than that its awareness. The percentage of learner's awareness dominates the monitoring process in awareness dimension. Most the learners are aware that they need teacher guidance in evaluating their learning. Learners have a responsibility to evaluate their learning. They can do that by themselves (judging how much they understand the text) or by a peer tutor. Besides, the teacher also involved to give them instruction and give them the responsibility to evaluate themselves.

Conclusion

Thisresearch results that the learners are autonomous, active, aware, responsible, and able to take control of their learning in all metacognitive strategy processes (planning, monitoring, problem-solving and evaluating), yet they are not entirely free from teacher's guidance. Theyneed it in making plan, monitoring, solving problem, and evaluating their learning. Learners' autonomy represented in their metacognitive reading strategy through planning processes shows the need of teacher's guidance in consulting and negotiating the learning goal in narrow scope,namely the scope of materials or chapter, not on broader scope that refers to lesson planning for one semester or one year because the materials are already provided in sequence on syllabus. Learners' autonomy represented in their metacognitive reading strategy through monitoring processes shows the need of teacher's guidance in guiding learners by letting them know their value and learning progress. Besides the teacher, parents also have a responsibility to monitor their children's learning by considering their progress. Learners' autonomy represented in their metacognitive reading strategy through problem-solving processes shows the need for teacher's guidance in solving learner's problem as a facilitator. Learners' autonomy represented in their metacognitive reading strategy through evaluating processes shows the need of teacher's guidance in giving the instruction and responsibility to make learners evaluate themselves.

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