

**The Descriptive Analysis of Language Learner Autonomy in An English Classroom during Online Learning: A Case Study in A Senior High School in Kutowinangun**

A research paper

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Dwi Riyanti

1705733

**DEPARTMENT OF ENGLISH EDUCATION**

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**PAGE APPROVAL**

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LEARNING: A CASE STUDY IN A SENIOR HIGH SCHOOL IN  
KUTOWINANGUN**

**A Research Paper**

**Dwi Riyanti**

**1705733**

**Approved by:**

**Supervisor**



**Gin Gin Gustine, M.Pd., Ph.D.**

**NIP. 197608102001122001**

**Head of Department of English Education**

**Faculty of Language and Literature Education**

**Universitas Pendidikan Indonesia**

**Prof. Emi Emilia, M.Ed., Ph.D.**

**NIP. 196609161990012001**

**Dwi Riyanti, 2021**

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## STATEMENT OF AUTHORIZATION

I hereby declare that this research entitled “*The Descriptive Analysis of Language Learner Autonomy in An English Classroom during Online Learning: A Case Study in A Senior High School in Kutowinangun*” is my own work. I am fully aware that I have quoted several statements and ideas from various resources. However, all materials from other sources and references from the work done by other people or institutions have been cited properly. Therefore, I confirm that I will be ready to take any risks imposed on me if later there will be any violations of educational research ethics in this work.

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Dwi Riyanti

1705733

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## ABSTRACT

The coronavirus (COVID-19) outbreak brought a substantial challenge for educators worldwide. Online learning during the pandemic also brought many benefits and challenges both for the teachers and the students. As students take greater responsibility for their learning, the teachers also faced challenges to promote students' learning autonomy. This study was aimed to investigate the students' profile of learning autonomy during online learning in one of senior high schools in Kutowinangun. This study employs a descriptive qualitative research design and the data were collected through questionnaire, interview, and also focused-group discussion (FGD). The result of data analysis shows that the majority of the students were in moderate level of autonomy based on Williamson's framework (2007). This moderate level refers to the condition in which they are in half-way of being autonomous. The students reflected behaviour and attitudes of technical and psychological autonomy. The technical autonomy includes setting the goals, selecting the resources, practicing, monitoring progress, and self-assessment. Meanwhile, the psychological autonomy was reflected through selecting learning strategy, identifying needs, and student's self-efficacy. The role of the teachers in promoting learner autonomy includes the role of the teachers as facilitator, counselor, and resource. These roles were reflected in being caring and supportive, giving motivation, helping the students in setting the goals, giving feedback, and emphasizing learners' interaction with the resource.

Keywords: Learner autonomy, Online learning, Teacher's role

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