

Empowering the students' autonomous learning to improve the listening skill at SMKN 1 Bantul

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ABSTRACT

This research was conducted to improve students' listening skills by implementing Autonomous Learning in class X AKL 2 at SMKN 1 Bantul in the 2022/2023 academic year. The subjects of this study were 36 students. The method used in this research was Classroom Action Research (CAR). The classroom action research design used in this research was collaborative classroom action research. The author cooperated with English teacher from SMKN 1 Bantul as observers and collaborators. This research was carried out using action research procedures: planning, implementing, observing, and reflecting. This research was conducted in two cycles. Each cycle consisted of two meetings. Data collection techniques in this study used the instruments of interviews, field notes, observation sheets, and tests. Research results on implementing Autonomous Learning showed an increase in students' listening skills. Students got good grades gradually at the end of the cycle. The Minimum Completeness Criteria (KKM) score was 73 (seventy-three). The average score of students in the initial test was 63.05. The average score of students in the first cycle was 70.6. The average score of students in the second cycle was 80.41. In addition, there were positive responses from students and English teacher regarding the implementation. Autonomous Learning can improve listening skills among the students of class X AKL 2 of SMKN 1 Bantul.

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1. Introduction

Education is an essential thing in the life of a nation and state. Each country has its policy for advancing its education. Learning English is crucial since it allows for accessible communication between individuals in most countries based on advancement in politics, business, economics, and education (Parmawati, 2018). The Indonesian educational paradigm has undergone many changes, one example of which is the change in learning processes from the one centered on teachers to the present day's trend where they are centered on the student itself.

As a result, the curriculum is constantly changing and teachers tend to use the same methods. In contrast, the students' awareness of learning is inconsistent with the expected curriculum. This phenomenon thus has become a tradition for teachers and students in Indonesia with regard of the process of learning to teach. Almost all schools in Indonesia have adopted the independent curriculum. When teachers implement independent curricula, students are automatically forced to take more responsibility for their learning (Arditias & Endahati, 2022). The important thing is that teachers and students should be aware of their needs. SDT provides a new vision for language research (Joulidea et al., 2020).

The use of autonomous learning is an objective of language learning. Student-centered learning tends to force students to be active and responsible for their achievements in class with an autonomous learning model. Autonomous learning is well-known in Language Education (Nunan, 2003). There are four skills in learning English: speaking, listening, writing, and reading. These four skills are essential to master in learning English. Listening is an essential skill in foreign languages; students are expected to have foreign language listening skills in both formal and informal situations.

In this research, the researcher conducted preliminary research at SMKN 1 Bantul, which showed several facts, namely, from the four English skills, listening was a reasonably tough lesson to develop, and students thought that English was difficult. Many factors affect mastery of listening skills among the students of SMKN 1 Bantul: external and internal factors.

This study was encouraged to conduct classroom action research that would use autonomous learning models in learning English and to improve the effectiveness of using autonomous learning models in teaching English listening skills to the tenth graders of SMKN 1 Bantul.

2. Method

The method used in this research was Classroom Action Research (CAR). This study was carried out using action research procedures: planning, implementing, observing, and reflecting. This research was conducted in two cycles. Each cycle consisted of two meetings. Data collection techniques in this study used the instruments of interviews, field notes, observation sheets, and tests. This research was conducted at SMKN 1 Bantul, and the subject of the research are the students of class X AKL 2 as the research subjects; there were 36 students.

The data in this study were quantitative and qualitative data forms. Quantitative data were collected from pretest and posttest. Qualitative data were obtained from the observation sheet, interview of teacher and students, and field notes during the listening class. This study used a qualitative descriptive analysis to analyze the data in this research. data analysis techniques for quantitative data in this research were as follows:

The result of the test was calculated by finding the average score. The formula is as follows:

$$M = \frac{\sum x}{\sum N}$$

Notes:

M : Mean/ Average

x : The sum of the student's score

N : Total students

Based on the learning process, the researcher believes that using autonomous learning can improve students' listening skills properly if students can meet the achievement indicators of learning success of at least 75%. The formula for calculating the percentage of successful learning is:

$$P = \frac{\sum F}{\sum N}$$

Notes:

P : Classical scores of students

F : A large number of students who complete

N : Total Student

3. Findings and Discussion

The researcher's goal in this study is to provide the following descriptions of the pre cycle, cycle 1 and cycle 2.

3.1. The result of the Pre-Test in pre cycle

Table 1. The result of pre-test

No.	Respondents	Pre-Test Score
1	Aisya Rahmanovita	70
2	Alin Dwi Anjani	55
3	Aninnda Agustin Nur Jannah	75
4	Annisa Luthfi Khairiyah	70
5	Aprilia Tri Wahyuninggsih	60
6	Aprilla Nur'ainni	65
7	Aprillia Puspitasari	70
8	Della Altifa	75
9	Dhea Amand Khoirunissa	80
10	Diana Nur Khasanah	65
11	Dimas Akbar Rahmatullah	55
12	Dwi Meilansari	60
13	Eva Nur Habibah	65
14	Falikhatunisa	60
15	Hera Amanati	70
16	Isfana Listiani	70
17	Kayisi Tektonia Arifah	65
18	Khusniati Faza	55
19	Laila Nurul Fadlilah	60
20	Laudia Ayu Prayodinar	55
21	Lulu Rahma Novida	55
22	Luna Ashalina	75
23	Meysa Nur Fadlilla	65
24	Nalil Muna	65
25	Navisa Dewi Uswatun K	70
26	Nisfu Laila	60
27	Nur Rahma Rasyafadin	45
28	Putri Dian Nur Aini	60
29	Safira Alifah Putri	55
30	Salwa Aulia Putri	60
31	Sendi Hendra Priyadi	60
32	Sentiana Ocha Artika Dewi	55
33	Thara Nurrohmi	55
34	Tika Fitriawati	55
35	Tyas Tri Wahyuni	80
36	Zahra Sania Kholisoh	55
Total		2270
Mean		63.05555556

Average score inside using the formula:

$$M = \frac{\sum x}{\sum N}$$

Notes:

M : Mean/ Average

x : The sum of the student's score

N : Total students

$$M = \frac{\sum \text{sum of student's score}}{\text{Total students}} = \frac{2270}{36} = 63,05$$

To find out the classical scores of students the following formula was used:

$$P = \frac{\sum F}{\sum N} \times 100\%$$

Notes:

P : Classical scores of students

F : A large number of students who complete

N : Total Student

$$P = \frac{\Sigma A \text{ large number of students who complete}}{\Sigma \text{Total Student}} \times 100\%$$

$$P = \frac{5}{36} \times 100\% = 13.89\%$$

The pre-test was done before the Classroom Action Research. It was conducted on Monday, 08th May 2023. There were 20 questions in multiple choice and fill the blank of the song for 45 minutes. The results are obtained in the table below when checking the questions on the first test (cycle 1). Based on the pretest result, the data showed that the mean pretest score was 63,05, and student presentations reached 13.89%. Five students derived a score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal); meanwhile, the other 31 students were under the criterion. The lowest achiever gained a 45 score. From the analysis of the result, it could be seen that almost all of the students' listening skills were under the expectation.

3.2. The result of cycle 1

Table 2. Post-Test I

No.	Respondents	Post-Test I Score
1	Aisya Rahmanovita	70
2	Alin Dwi Anjani	70
3	Aninda Agustin Nur Jannah	80
4	Annisa Luthfi Khairiyah	65
5	Aprilia Tri Wahyuningsih	70
6	Aprilla Nur'ainni	80
7	Aprillia Puspitasari	80
8	Della Altifa	75
9	Dhea Amand Khoirunissa	85
10	Diana Nur Khasanah	70
11	Dimas Akbar Rahmatullah	70
12	Dwi Meilansari	80
13	Eva Nur Habibah	70
14	Falikhatunisa	65
15	Hera Amanati	75
16	Isfana Listiani	70
17	Kayisi Tektonia Arifah	75
18	Khusniati Faza	65
19	Laila Nurul Fadlilah	70
20	Laudia Ayu Prayodinar	60
21	Lulu Rahma Novida	75
22	Luna Ashalina	65
23	Meysa Nur Fadlilla	75
24	Nalil Muna	65
25	Navisa Dewi Uswatun K	60
26	Nisfu Laila	70
27	Nur Rahma Rasyafadin	75
28	Putri Dian Nur Aini	75
29	Safira Alifah Putri	75
30	Salwa Aulia Putri	65
31	Sendi Hendra Priyadi	60
32	Sentiana Ocha Artika Dewi	55
33	Thara Nurrohmi	75
34	Tika Fitriawati	65
35	Tyas Tri Wahyuni	75
36	Zahra Sania Kholisoh	70
Total		2545
Mean		70.6

Average score inside using the formula:

$$M = \frac{\Sigma x}{\Sigma N}$$

Notes:

M : Mean/ Average

Σx : The sum of the student's score

ΣN : Total students

$$M = \frac{\Sigma \text{sum of students score}}{\text{Total students}} = \frac{2545}{36} = 70.6$$

To find out the classical scores of students the following formula is used :

$$P = \frac{\Sigma F}{\Sigma N}$$

Notes:

P : Classical scores of students

F : A large number of students who complete

N : Total Student

$$P = \frac{\Sigma \text{A large number of students who complete}}{\Sigma \text{Total Student}} \times 100\%$$

$$P = \frac{15}{36} \times 100\% = 41,67\%$$

From the results of post-test I, the data showed that the average score of post-test I was 70.6. There were only 15 students who passed the criteria and 21 students who did not pass the criteria. Meanwhile, students' classical completeness was only 41.67%.

At this stage, the researcher discussed the results of the implementation of autonomous learning in the listening class. The researcher tried to change the action so that students' listening skills of 75% of students in the class could pass the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) because the results of post test I showed that only 41.67% of students passed the criteria. While the results of the observation sheet showed that the researcher had carried out learning activities following the plans that had been prepared, there were still several problems that must be resolved, such as arranging classes so that they were calmer, students becoming more active, students becoming more disciplined, and the researcher could manage time well. From the reflection phase of the first cycle, there should be more efforts to improve students' listening skills through autonomous learning. The researchers should prepare more suitable actions and replace the right material to get better results and should increase each student's score to pass the graduation criteria, so the researcher decided to carry out the second cycle of research in order to achieve better research results than the first cycle.

3.3. The result of cycle 2

Table 3. Post-Test II

No.	Respondents	Post-Test II Score
1	Aisya Rahmanovita	85
2	Alin Dwi Anjani	70
3	Aninda Agustin Nur Jannah	80
4	Annisa Luthfi Khairiyah	75
5	Aprilia Tri Wahyuninggih	80
6	Aprilla Nur'ainni	75
7	Aprillia Puspitasari	85
8	Della Altifa	80
9	Dhea Amand Khoirunissa	90
10	Diana Nur Khasanah	80
11	Dimas Akbar Rahmatullah	85
12	Dwi Meilansari	85
13	Eva Nur Habibah	75
14	Falikhatunisa	75
15	Hera Amanati	85
16	Isfana Listiani	80
17	Kayisi Tektonia Arifah	80
18	Khusniati Faza	85

19	Laila Nurul Fadlilah	75
20	Laudia Ayu Prayodinar	80
21	Lulu Rahma Novida	85
22	Luna Ashalina	75
23	Meysa Nur Fadlilla	85
24	Nalil Muna	70
25	Navisa Dewi Uswatun K	80
26	Nisfu Laila	85
27	Nur Rahma Rasyafadin	80
28	Putri Dian Nur Aini	85
29	Safira Alifah Putri	75
30	Salwa Aulia Putri	80
31	Sendi Hendra Priyadi	75
32	Sentiana Ocha Artika Dewi	80
33	Thara Nurrohmi	80
34	Tika Fitriawati	80
35	Tyas Tri Wahyuni	90
36	Zahra Sania Kholisoh	85
Total		2895
Mean		80.41

Average score inside using the formula

$$M = \frac{\sum x}{\sum N}$$

Notes:

M : Mean/ Average

$\sum x$: The sum of the student's score

$\sum N$: Total students

$$M = \frac{\sum \text{sum of student's score}}{\text{Total students}} = \frac{2895}{36} = 80.41$$

To find out the classical scores of students the following formula is used :

$$P = \frac{\sum F}{\sum N}$$

Notes:

P : Classical scores of students

F : A large number of students who complete

N : Total Student

$$P = \frac{\sum \text{A large number of students who complete}}{\sum \text{Total Student}} \times 100\%$$

$$P = \frac{34}{36} \times 100\% = 94,44\%$$

Based on the results of observations during the learning process using autonomous learning to improve listening skills in cycle II, the average student activity was 80.41 and students' classical completeness was 94,44%. This was categorized as good when viewed from the scale of presentation.

Reflection in cycle II was carried out after observations of the actions by discussion between the researcher and the English teacher. The researcher and the teacher discussed cycle II and were satisfied with the efforts made by the researcher to improve students' listening skills through autonomous learning. Posttest II results showed that the average score was 80.41. Moreover, 94.44% of students scored above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal). It met the success criteria that 85% of students should get a score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal). Therefore, the researcher and the teacher decided to stop Classroom Action Research because the research was successful. According to the evaluation results of the teacher and the researcher, the application of autonomous learning to improve students' listening skills had followed previous research plans. In this case, every action needed to be planned well so that research activities could be carried out effectively and got good results.

Table 4. The results of the three tests

No	Completeness	Average Score	Students Complete	Students have not yet finished
1	Pre-Test	63.05	13,89%	86,11%
2	Post-Test I	70.6	41,67%	58,33%
3	Post-Test II	80.41	94,44%	5,56%

In this research, the researcher collected data quantitatively and qualitatively. A quantitative research method deals with quantifying and analyzing variables in order to get results (Apuke, 2017). Based on the results of quantitative data analysis, the results of the three tests can be seen in the chart below:

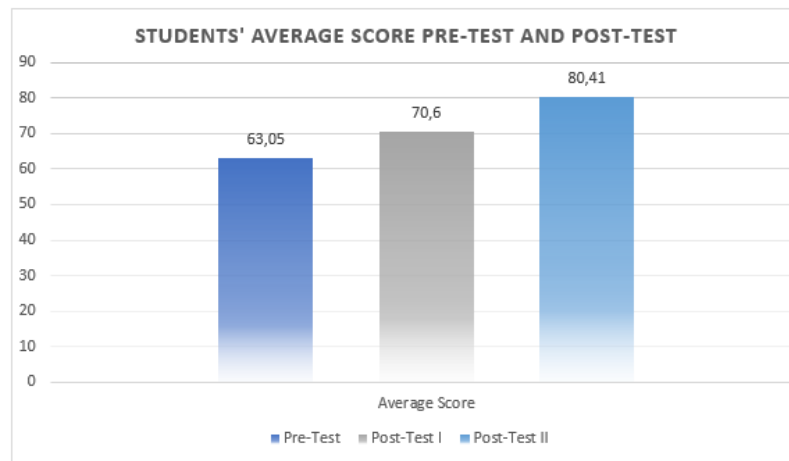


Fig. 1. The Average Score of Pre-Test and Post Test

Based on graph, there has been an increase in the results of implementing autonomous learning in listening activities in class X AKL 2. the average student scored 63.05 before the implementation of the research action. The percentage of students that pass the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) was 13.89%. In conducting the pretest, the students were asked to work on listening questions which consisted of 20 questions.

In the first cycle, the writer planned a lesson plan based on the problems found in the interview and pretest scores. The next step is to implement the lesson plan; the lesson plan is divided into two meetings. In the first meeting, the students were given a short film with three different titles, and then the researcher asked the students to choose a short movie. The short movie chosen by the students was then shown as material for students to answer the listening log, which contained questions related to the video. Activity Next, the researcher discussed with the students regarding answers from the students, and students answered their respective answers. In the next meeting, the researcher planned to do the posttest I. From the results of the posttest I, the researcher found an average score of 70.6 which meant that the students' listening ability was still below the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal). In cycle I, the percentage of students that passed the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) was 41.67%, so there was an increase of 27.78%, meaning that the increase was still relatively low.

In cycle II, the researcher's plan covered the problem of cycle I. The next step was the implementation of the learning plan. The first meeting was conducted with songs as the materials. In the second cycle, the percentage of students that passed the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) was 94.44%. From the posttest results in the second cycle, the researcher and the teacher stopped the research and did not continue to the next cycle. Besides that, the problems that existed in cycle did not occur in cycle II, as stated in the previous chapter; data processing was done by calculating the average of the results of each test and by conducting a descriptive analysis to analyze the data for qualitative data. The students collected observation sheets and field notes for qualitative data to describe the improvement of listening skills. The English teacher did the observation as the observer. Observers who are used to working in this way are often academic

researchers. Observers may use a checklist of categories of teaching behavior, to analyze the interaction of the teacher and students (Wallace, 1998). A researcher uses field notes to record the process of implementing autonomous learning and describe the improvement of students' listening skill in a classroom. According to (Wallace, 1998) field notes can be in the form of a "Record of Work", recording such basic information as date, time, class, number present, work done, punishment issued and homework given.

4. Conclusion

This research was concluded in class X AKL 2 at SMKN 1 Bantul and from the data obtained after the researcher implemented autonomous learning to improve students' listening skills in class XAKL 2. The researcher concluded that empowering autonomous learning is good at increasing students' listening skills and funds many new things like using media music or short movies that students and the teacher encounter that are beneficial for learning in the classroom. As evidenced by cycles 1 to 2 results, students' listening skills increased. This can be seen from the percentage increase among the students from the pretest figure of 13.89%, meaning that only 5 students passed, then in cycle 1, the percentage increase among the students was 41.67%, declared as complete for as many as 15 out of 36 students. The percentage of student improvement in cycle 2 increased by 94.44%, with 34 out of 36 students completing scores. This shows that the implementation of autonomous learning effectively has improved students' listening skills. This means that cycle 2 experienced a better improvement than cycle 1.

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