INVESTIGATING ENGLISH LEARNERS' STRATEGIES TO PROMOTE AUTONOMY IN LANGUAGE LEARNING AT BILINGUAL SOCIO-POLITIC CLASS UNIVERSITAS MUHAMMADIYAH MAKASSAR

Irfiani Rahmadani[1], Dr. Nunung Anugrawati[2], Muh. Arief Muhsin[3]

Universitas Muhammadiyah Makassar, Sultan AlauddinRoad, Makassar City, 90221, Indonesia

ARTICLE INFO	ABSTRACT
	This study sought to identify the language learning strategies used by English language learners. This study employed a qualitative methodology. Semi-structured interviews and observation were both used as data collection methods in this study. Students at the Department of State Administration's bilingual third-semester class served as the study's subjects. There were 8 students who participated in the study. In this study, purposive sampling was used. According to the study's findings, students used a variety of strategies while learning a new language, including memory techniques, cognitive techniques, compensatory techniques, metacognitive techniques, affective techniques, and social techniques. These methods were utilized by the students for autonomous language acquisition because they were simple, practical, and effective. *This is an open access article under the CC BY-SA license.*
Corresponding Author: Irfiani Rahmadani English Education Department, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351116418@unismuhmakassar.ac.id	

INTRODUCTION

Autonomous language learning is an approach to language learning which focuses on the learners' independence to discover their learning styles and actively find and engage rich language resources outside the formal class. (Inayati 2015) defines autonomy as the learners' independence to explore appropriate learning techniques and resources, without formal instruction from the teachers, in order to gain maximum learning outcome. Inayati said that autonomy is very effective to apply to students because it allows students to manage their learning activities and to facilitate the attainment of better learning goals. Becoming autonomous learners is not so easy since students used to learn mostly under the teacher control. While the students are expected to listen and are occupied with taking notes. In a

similar situation, Yahong (2009) observed that her students preferred independent or autonomous learning but were more accustomed to listening to the teacher in class.

Many scholars have attempted to define learner autonomy, leading to related concepts. Broad (2006) defined learning autonomy as the ability of learners to take responsibility for their own learning, and Betts (2004) defined autonomous learners as independent lifelong learners. Brockett and Hiemstra (1991) argue that learners themselves are responsible for creating goals, choosing techniques, materials, tasks, and ultimately choosing assessment criteria. According to Holeck (1981), autonomy is the learner's ability to direct his or her education. In contrast, Little (1995) emphasizes that learning autonomy underlies a partnership between learner and tutor and does not imply a lack of tutor support. I'm here.

Instilling a sense of responsibility is important in preparing students to become good communicators. Therefore, it is important to understand the methods people use to learn languages in order to make suggestions to promote student autonomy. Using effective teaching methods is evidence that students absorb material when presented with it. This issue is also related to the Indonesian education system. This issue is also related to the Indonesian education system. More recently, the emphasis has shifted from learner-centered to teacher-centered orientation. To achieve this goal, the education system needs to strongly emphasize course objectives in terms of improving human development. In this case, students should be more actively involved in the learning process and teachers should play a facilitative role.

There are several determinants and issues that affect student learning. These factors can be attributed to family background, peer-to-peer communication, and interests. According to Rani (2013), factors that contribute to poor English learning performance in learners are: (1) English is seen as a difficult subject to learn, (2) learners rely on their English teachers for authority, and (3) lack of support for using English at home and in the community. (4) learners have little or no exposure to English; (5) students have limited vocabulary and (6) learners are unmotivated and unmotivated to use English because of limited opportunities to use it outside of the classroom. Even if you learn how to use it, you don't need to use it right away.

Additionally, language anxiety is the emotion or tension and anxiety that learners experience in the classroom. However, language anxiety is a characteristic complex of self-awareness, beliefs, emotions, and behaviors associated with the language-learning process in the classroom. (Darumi & Albion, 2013). Other physical reactions from learners include feeling uncomfortable in English classes. They felt tense, lacked self-confidence, and their bodies changed. They prefer to be quiet while learning a language. They don't feel embarrassed by getting their answers wrong so they feel safe, even if they are passive. At the same time, it prevents other learners in the class from developing better English skills. They also fear that teachers will underestimate themselves and point out their mistakes to the whole class, making each individual learner personally embarrassed.

A technique used to speed up the learning process is known as a learning strategy. Basarama et al. reported it (2020) The different approaches or ways a student can employ to learn more about a subject are referred to as learning strategies. The use of strategies to

approach learning in a way that makes it both efficient and pleasant makes them of utmost importance.

Furthermore, according to Novita (2018), learning strategies are the techniques or methods that students employ when learning. Students that use learning strategies become more independent, have more fun, and are better able to share new material. Learning techniques, according to O'Malley & Chamot (1991), pertain to the application of ideas and deeds to aid people in comprehending, picking up, and retaining information.

In summary, a learning strategy can be a process or a set of processes that a student employs to process information in order to better acquire, understand, and retain new material. Students that use these learning techniques comprehend information more clearly and overcome language learning challenges. To increase the effectiveness and significance of their learning, students must determine the best tactics.

Language learning techniques have been categorized by several specialists. For instance, Oxford (1990) divided language learning techniques into direct and indirect procedures.

a. Direct Strategies

These tactics include a variety of tactics, such as:

1. Memory techniques are a type of memorization in which pupils attempt to commit significant material learned to memory, with the hope that they will be able to recall it later if necessary. It will be easier for pupils to remember the new knowledge they learn if they use this memorizing strategy. A new word might be introduced, for instance.

2. Cognitive techniques describe the direct process of acquiring a language, such as practicing (manipulation and transformation). Students are instructed to employ every mechanism at their disposal to acquire the language using this method. For instance, utilizing a dictionary to find difficult words is used to learn languages.

3. When pupils lack vocabulary in the target language, they employ compensatory tactics to make up for the shortcoming, such as guessing, word equations, or body language.

b. Indirect Strategies

1. Metacognitive techniques that focus on the approach where students have complete control over the organization and management of their learning process.

2. Affective techniques describe how psychological factors affect language learning. In the process of learning a language, this tactic comprises the regulation of attitude, motivation, emotion, and value.

3. Social techniques, via which students will engage in social learning. In this situation, students include other individuals in the target language learning process, for example, by practicing speaking with friends or other people.

According to O'Malley & Chamot (1991), pertain to the application of ideas and deeds to aid people in comprehending, picking up, and retaining information.

1. Metacognitive strategy

    Metacognitive strategies are used by students to guide the learning process. Students can plan their studies, assess or monitor them, and then know the outcome of the learning process. Through the assessments carried out, students can see how well they are doing in their language learning, so if they feel their results are not good, they can develop better strategies and better plan their learning.

    a. Planned

        View learning concepts as they are implemented, including strategies, lesson plans, learning sequences, and material to be learned.

    b. Selective attention

        When learning a language, students pay attention to certain aspects such as definitions, keywords and linguistic features.

    c. Monitoring

        Refers to checking your attention to a task. Monitor comprehension of information to remember.

    d. Evaluation

        This is an assessment of the final result after completing the learning process, with or without progress in language skills.
        araphrased Text

2. Cognitive strategy

    Cognitive strategies included interacting directly with the material under study, manipulating the material, and applying specific techniques for learning language.

    a. Repetition

        This strategy helps students mimic the pronunciation of the target language (words or phrases) through repeated practice.

    b. Organization

        Classify, sort, or group words and terms according to semantic or syntactic attributes.

    c. Deduction

        In this way, students try to understand the target language they are learning by applying the rules of the language. For example, students write sentences using the grammatical rules of the target language.

    d. Drafting

        In this case it is to link the ideas contained in the new information.

    e. In summary

        Students summarize information they have read or heard.

f. Transfer

Students use language knowledge they already know to facilitate their learning of a new language.

g. Conclusion

Students attempt to predict or adjust the meaning of unfamiliar or new words and phrases. Interpreting means using information in the spoken text to infer the meaning of new language elements, predict outcomes, or fill in missing pieces.

h. Picture

Use visual images to remember and understand new language information.

3. Social Impact Strategy

Using emotion regulation to support the learning process and including interactions with others are hallmarks of these strategies.

a. Inquiry for clarification

This strategy is used by students to request review and correction from classmates and teachers. This strategy aims to increase student confidence and reduce anxiety. For example, by persuading, encouraging, and doing self-therapy in the form of positive sentences that you can learn the language.

In addition, language anxiety is the feeling or tension and apprehension experienced by learners in the classroom. However, language anxiety is a distinctive complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning process. (Darmi & Albion, 2013). Other physical reactions from the learners include the feeling of discomfort in the English class. They felt nervous, lack of confidence and physical changes. Throughout the language learning they prefer to be quiet. They attempt not to embarrass themselves by making mistakes in giving responses so they feel it is safe to be passive. At the same time, they pre-empt other learners in the class having better English proficiency. They also worry if their teachers would under evaluate them and point out their mistakes to the whole class which can lead to personal embarrassment to individual learners.

In accordance with the conditions in the bilingual class that have been described as well as several previous researchers, it is necessary to conduct research in the bilingual class understand the strategies they use. So the researcher chose to investigating english learners' strategies to autonomy in language learning at bilingual Socio-Politics in Muhammadiyah University of Makassar.

RESEARCH METHOD

This study employed a descriptive qualitative. A descriptive qualitative research methods are used to investigated questions that can best verbally describe how study

125 | J L T A
Irfiani Rahmadani et al (Investigating English Learners' Strategies)
Journal of Language Testing and Assessment

participants perceive and interpret various aspects of their surroundings. In this research, investigated students regarding the learner autonomy in language learning for bilingual classroom. It is along with the objective of the research to find out students and how the learner autonomy implemented in language learning for bilingual classroom. The subjects of this study was students of Bilingual Socio-Political class, Universitas Muhammadiyah Makassar. Researchers chose Bilingual students total of 8 students as research participants because these classes have experied the application of independent learning in the teaching and learning process. As a result, participants were able to provide the data needed for this study. Targeted sampling is currently being used by researchers. According to Fraenkel (1994), targeted sampling is a sample selection method that researchers believe will provide the data they need. This belief is based on previous knowledge that bilingual classroom teachers who teach classrooms use independent learning in their courses. We believe we can provide data on perceptions of self-directed learning. In addition to having confidence that these participants will provide meaningful data, class participants can easily access it. Data from these participants were considered sufficient to complete the required data. Therefore, researchers need not include the entire population as participants in their studies.

This research used observation checklist and interview as the instrument. Observation conducted by the researcher was non-participant observation. Non-participant observation is the observation which does not involve the researcher as participant (Sugiyono 2012). The researchers also observed the class to know how it was going. In addition, researchers created observation notebooks to collect data during observations. The researchers also created an observational checklist based on what was analyzed. Observations were made to know the strategies of survey English learners for promoting autonomy in language learning and Interview was conducted by the researcher because the researcher got lack of data from the observation. The type of interview was the structured interview. Interviews were conducted by researchers due to the lack of data they obtained from their observations. The type of interview was a structured interview. A structured interview was a type of interview in which the researcher created a list of questions for the participant to answer. In this interview, the researchers did not look at whether the students' answers were correct or wrong, but only examined the English learners' strategies so that the researchers could analyze the problem under study. In produce collecting the data, in (Sugiyono, 2013) Passive participation is the research is there at the scene of the activity, but it does not participate or interact. In collecting data related to English learning strategies used in bilingual classes, the researcher used two data collection techniques, namely observation and Interview.

1. Observation

    As a first step, the researchers asked the dean of the School of Social Policy for permission to conduct research in a bilingual classroom. Once approved, the researcher contacted one of her faculty members in charge of the bilingual class and agreed on a study plan for the bilingual class. The researchers then prepared everything they would need during the observation process.

    After the research plan was made, the researchers entered the bilingual class. Researchers created observational checklists and tools to record the learning process. Next, the researchers turned to the students and completed one observational checklist related to English learner strategies. After completing the learning process. Researchers asked faculty members to fill out and document research management cards.

2. Interview

    After analyzing the observational data, the researchers interviewed the eight study students. This is to make the data and information obtained after observation more complete.

    The first step is to prepare a series of questions related to the results of data analysis for observation. The researcher then contacted eight of her students to be interviewed and agreed on an interview schedule. Before the interview process took place, the researcher provided writing instruments and a dictaphone. Once all the tools were ready for the interview, the researcher began asking the prepared questions one by one and recording the student's responses. Researchers asked students for their opinions on English learning strategies used during the learning process in bilingual classrooms. A voice recording device was used during the interview process to assist researchers when insufficient data were obtained during the interview process.

In analyzing the data that has been collected, the researcher uses data collection techniques combine by (Miles et al., n.d.), with the following steps:

1. Data reduction

    Data reduction, i.e. selecting relevant data, simplifying the data and classifying it according to its content. The data obtained should be factual and objectively commented.
    1. Selection of relevant data collected from observations and interviews.
    2. Encode the data to help researchers classify the data.
    3. Objectively note and classify the data gathered from the observations and interview results.
    4. Make reflective notes that come naturally to your mind and relate to data collection.
    5. Take notes, that is, develop opinions or theories and concepts from data results.

6. Analysis of eight subjects with different outcomes. The results of the first informant are matched with the results of the second informant.

2. Data Display

The data viewer creates detailed and comprehensive descriptions of participants, environments and phenomena under study, revealing the rich complexity of your research. The goal of this step is to create a narrative picture of the scene and the events taking place there so that you can understand the context of your investigation.

Display of data. Qualitative researchers present more data by focusing on words and actions that occur in specific contexts. This research focuses on behavior in the form of learning strategies in bilingual classrooms.

3. Conclusion

The final step is to draw conclusions from the collected data. Conclusions from the results should be new insights that can be used as a theoretical basis for further research. The results obtained will clarify previously ambiguous data and will become clear after studies have been conducted.

RESULT AND DISCUSSION

Strategies are Implemented by English Learners' To Promote Autonomy In Language Learning

Based on the research findings, the researcher discusses the findings study. The discussion contains the what strategies are implmented by englis learners' to promote autonomy in language learning at bilingual socio-politic class Universitas Muhammadiyah Makassar. In the discussion section, the researcher tries to make a relevant description of the research findings theory by Oxford (1990). Based on the findings of the conducted observations and interviews, information was gathered about the methods used by English language learners to encourage autonomy in language learning. These strategies included memory, cognitive, compensatory, metacognitive, affective, and social strategies.

Memory Strategies

In a memory strategy that can describe the exact process that can be witnessed repeatedly using audio learning media and visual media so that students more easily remember the new vocabulary they learn. Strategies used to store and retrieve new information. students apply pictures and sounds, review well, and use actions. students apply in the early process of language learning.

Studies conducted in bilingual education show that in memory strategies, students learn English through audiovisual media. A type of audiovisual learning media such as movies and videos. Films and videos can describe the exact process that can be experienced over and over again. By using audiovisual learning media, students can instantly see and imitate the pronunciation of English vocabulary and language expressions

Cognitive Strategies

In order for pupils to recognize new words in language learning directly as practice, cognitive strategies to retain and grasp the function of new words and phrases are used. Students practice or use each new vocabulary in daily activities to make it easier to remember new vocabulary. In cognitive strategies, students pocess and use language to study or to complete tasks about language and deeper language use.

In a study conducted in a bilingual class, in Cognitive Strategies, students took notes on English lessons and new vocabulary. Recording new vocabulary helps students become fluent. Learning vocabulary is a major asset for learning sentence construction and other language skills. Acquiring a rich vocabulary makes it easier for students to read, write, listen and speak English.

Compensation Strategies

In the compensation strategy, can describe the correct guess using synonyms using words. Students use more synonyms of the English word they are learning. When students lack vocabulary, they can overcome these deficiencies by guessing, using synonyms or body language. students use the new language for comprehension and production despite their limited knowledge with the new language. students replace inadequate grammar vocabulary and especially intelligent vocabulary and guessing in listening and reading and overcome limitations in speaking and writing.

In studies conducted in bilingual classrooms, in compensatory strategies, students guess using word equations and body language. Guessing body language is a very interesting thing to learn. A person's body language tells them what to say without saying a word. Students can also have a better understanding of the situation.

Metacognitive Strategies

Metacognitive strategy that plans how to learn English in their own way. where the learning process is fully planned and managed by the pupils. Students choose appropriate contexts for learning English while actively engaging in learning activities, such as playing games. By recognizing, planning, organizing, monitoring, and assessing their individual learning styles, such as managing their study time, students manage their learning as a comprehensive process.

In a study conducted in a bilingual classroom, students plan their own way of learning English with metacognitive strategies. Students plan how to learn English in their own way. Students learn without relying on others, friends, or teachers to achieve their learning goals. Student learning independence is necessary to encourage accountability in learning organization and discipline.

Affective Strategies

Affective strategy that influences the elements in language learning. Students motivate themselves in learning English by doing activities, such as resting, healing, playing games and watching movies. In affective strategies, language learners gain control over the emotional factors, attitudes, motivations, and value of learners.

129 | J L T A
Irfiani Rahmadani et al (Investigating English Learners' Strategies)
Journal of Language Testing and Assessment

A study conducted in a bilingual class found that in emotional strategies, students dare to use the words they get without fear of being wrong. When speaking English becomes a habit, students get rid of shyness and have a confident demeanor. If you don't have the motivation to learn and use English, you may fear that you will fail when you want to speak it.

Social Strategies

In social strategies, students communicate with people who using the target language include: asking questions, cooperating with others and empathizing with other people. of the three, asking questions is the most helpful and closest to understanding their meaning. it also helps in conversation by generating a response frrom the partner and showing interest and involvement.

In a analysis conducted in a bilingual classroom, students asked teachers about the English they were learning about social strategy. Communication between students and teachers in class assignments and lessons. Students often talk to teachers to ask about upcoming assignments and to submit assignment results. Communication between teachers and students on assignments is very important for everyone.

CONCLUSION

According to the data found, most of the students majoring in English in the 3rd semester are aware that memory strategies are the type of strategies they often use in learning English. The last type of strategy is an affective strategy that can cause students to realize the importance of self-motivation. Meanwhile, from the students' achievement in learning English independently, it was found that most of the students who got high scores applied cognitive strategies in learning. Through cognitive strategies, students are led to evaluate performance, so that they will know what and how to improve their learning.

REFERENCE

Benson, P. (2017). Learner autonomy in the classroom. In D. Nunan (Ed.), *Practical English language teaching*. New York: McGraw Hill Company, pp. 289-308.

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon.

Koçak. A, (2017). *A Study on learners' readiness for autonomous learning of English as a foreign language*, Başkent University.

La Ganza, W. (2008). *Learner autonomy - teacher autonomy: Interrelating and the will to empower*. In T. E. Lamb and H. Reinders (eds), *Learner and teacher autonomy: Concepts, realities and responses*, (pp. 63-79). Amsterdam: John

Little, D. (2015). *Learner autonomy: A theoretical construct and its practical application*. Die Neueren Sprachen 93,430-442.

O"Malley, J. M., & Chamot, A. U. (1991). Learning Strategies in Second

Language Acquisition. In Language (Vol. 67, Issue 2). Cambridge university press. https://doi.org/10.2307/415153.

Phan, T. (2012). *Teacher Autonomy and Learner Autonomy: An East Asian's Perspective.* International Journal of Social Science and Humanity, 2(6), 468-471.

Porto, M. (2007). *Learning diaries in the English as a foreign language classroom: a tool for accessing learners' perceptions of lessons and developing learner autonomy and reflection.* Foreign Language Annals, 40(4), 672-696.

131 | J L T A
Irfiani Rahmadani et al (Investigating English Learners' Strategies)
Journal of Language Testing and Assessment