

CHAPTER I

INTRODUCTION

In this chapter discuss about the background of the research, identification of the phenomenon, limitations, research questions, aims, significances of the research, theoretical foundation, research method, and data analysis.

1.1 Background of The Research

The purpose of independent learning is to make students skilled, manage time efficiently, and solve problems (Paulina Pannen in quotes MZ & Angela, 2019, p. 354). The concept of independent learning focuses on the principle that students who learn will only get learning outcomes (Yusuf, 2017, p. 8). However, students pay less attention to the acquisition of learning outcomes. External factors and internal factors influence learning outcomes. External factors are related to body and spirit, the surrounding environment, socio-economy, and conditions in a harmonious state (Afriyani, 2015, p. 24).

Meanwhile, internal factors, namely students who have independent learning, tend to be more active, evaluate, and adjust learning styles to be more effective to get high scores (Bramantha, 2019, Sumarno, 2016, p. 22). Getting high marks to be included in the autonomous students' category requires consistency and time efficiency in learning. Learning cannot be separated from the support of contextual social conditions, such as fulfilling the need for autonomy, which affects autonomy motivation (Chia, Keng, & Ryan, 2016, p. 15). Therefore, it is not easy to change and become an autonomous student.

Being autonomous learners is essential because they develop their independence at a high level to become competent learners (Little, 1991, cited in Alonazi, 2017, p. 183). Benson and Little (1995, 2001) say, 'students who are truly successful are always independent' (as quoted from Balla, 2017, p. 1). Being autonomous, students must have the willingness or what is meant by sacrifice, in the sense of sacrifice, to dare to take a disciplined attitude in learning, to have accuracy and consistency of time. Being autonomous of students, influenced by students' roles, the role of teachers, and the role of the environment (Kemala, 2016, p. 12).

Students' roles must have motivation and reference from the past as introspection to change themselves for the better. In addition, the teacher's role in helping students become autonomous in the classroom is by giving students a sense of comfort and trust to take on the role. Furthermore, the role of the environment, namely the support from family, friends, and relatives, will increase student motivation in learning.

21st-century skills are believed to be very important to be able to shape students into independent personalities. 21st-century skills include life and career skills, learning and innovation skills, and information media technology skills (Trilling & Fadel, 2009, cited in Sujana & Puniawati, 2020, p. 19). However, this study is suitable for only two skill concepts: life and career skills, learning innovation skills. There are several skill sets in life and career, namely Communication, Critical Thinking, Collaboration, and Creativity (4C). Communication skills shape students to explain what they want to convey through the assignment they are given or their findings. On critical thinking skills when they are faced with exciting and challenging tasks. Of course, it will drain students' thinking power to solve a problem. In addition, students apply their thinking power together with collaboration skills, namely cooperation with friends. Students are given assignments in groups and discuss their findings. It triggers creativity skills and produces mutual agreement. These skills are required to meet the demands of success in life and are recognized as the gold standard for student ability (Binkley et al., 2012, cited in Kim, Raza & Seidman, 2019, p. 101).

From the explanation above, it is clear that 21st-century skills are related to student autonomy. The National Education Standards Agency interprets that 21st century National Education aims to shape society into quality human resources (Mariana, 2020, p. 2). With an independent person, willing and able to realize his dreams. Not only that, learning 21 must be able to emphasize the competence of students at a high and independent level with an indication that students can think critically and creatively. However, applying 21st-century skills to make students have student autonomy is not easy to do.

Many obstacles arise regarding student autonomy in several countries. In Iran, one of the studies entitled *Autonomous and Non-Autonomous EFL Learners' Strategies and Practices* by Abdipoor & Golami, 2016. The research results show that autonomous non-autonomous students prefer to implement sensory learning activities rather than productive ones. Then the research *Autonomous Learning Levels of Students Majoring in EFL and their Teachers' Role in Developing Autonomous Learning* by Abdel Razeq 2018 in the Palestinian state. Research at one of these universities found that many instructors or lecturers applied the lecture method to the teaching process and had not yet implemented the student centre in the learning process.

Furthermore, especially in Indonesia, such as applying standard norms, which still use many traditional applications, namely teachers know everything, teachers cannot do anything wrong. Further, some teachers find it challenging to transition to giving a role to student-centered (Dardjowidjojo, 2001, cited in Ramadhiyah & Lengkanawati, 2019, p. 231) because they are used to teachers always giving directions to students. Even though the student-centred application has been implemented, many students still lack confidence in developing their potential. Usually, a lack of self-confidence can be caused by environmental factors coming from his family, who have never been given support. There is a pressure that makes them not confident, and their friends often make fun of them to form a personality that lacks confidence. This proves that the importance of good support and behaviour is to form self-confidence so that students' motivation for self-learning initiatives increases and they become autonomous learners.

The purpose of this research is aimed at students how students become autonomous students in the 21st century. Before studying student autonomy, researchers found several research clusters in the field of student profiles, including *Prediction of Learner's Profile Based on Learning Styles in Adaptive E-learning System* (Kolekar, Pai). & MM, (2017), *Unaccompanied Learners: Their Characteristic Traits and Their Strategic Educational Intervention* (Begum, M. 2015), *Needs and Interests of Adult Learners: What Do They Seel On a Campus?* (Spratt A., P, 2015).

Some of the studies above resulted in different findings. They were starting with student learning styles, student characteristics, and student interests and needs. However, all of them do not describe the profile of students and the needs of students in the 21st century. The need for students to be autonomous students must be studied because when students have autonomy, it will quickly increase their competence and change their characteristics for the better. Therefore, this study differs from previous research, which only discusses being an autonomous person without examining what needs students can have in shaping their personality to become autonomous students in the 21st century, especially English learners.

In addition, researchers found different clusters in the field of student autonomy, including *Becoming Autonomous Learners through Self-regulated Learning* (Tavallali & Marzban, 2015), *Exploring the Unknown: The Autonomy of Saudi EFL Learners* (Alrabai, 2017), *Learner Autonomy in University English Classrooms: Teachers' Perceptions and Practices* (Dwee & Elizabeth, 2017).

From the findings of several studies above, the researcher found several descriptions of student autonomy, teacher perceptions of student autonomy, and a picture of student autonomy in Saudi Arabia. Researchers found several gaps, namely the study of *Becoming Autonomous Learners through Self-regulated Learning* still using a traditional approach. Then research on student autonomy in Saudi Arabia EFL learners. This study investigates the level of student autonomy and its relationship with students' English achievement. The result is that many students still do not have autonomy in themselves. In research in Saudi also discusses aspects of student autonomy. However, this research does not describe what students need to have autonomy towards themselves, especially in the 21st century. Finally, research on teachers' perceptions and practices towards autonomy has been widely studied. Even so, this cluster has gaps, namely at the university level English class. This study has the result that there are still limitations in developing student autonomy because of the university curriculum even though the teacher understands student autonomy.

Understanding student autonomy and learning independence alone is not sufficient if students and teachers do not know what needs to become student autonomy. Moreover, in the 21st century, many student centre applications have not been implemented, and students' motivation to build autonomy is still low. The problems and phenomena above are the reasons for researchers to study further research from previous studies related to Autonomous Learners. This study is different from previous research; namely, the researcher examines the autonomy needs of English learners in the 21st century. Therefore this study is entitled "Becoming Autonomous English Language Learners in the 21st Century: A Literature Review."

1.2 Identification of the issue/phenomenon

Autonomous learners are one measure of the quality of student achievement. Student achievement is not only determined by the IQ level but also comes from the student's learning independence. Students cannot simply get good grades without studying. As for students who have high grades by not learning, it is only because of differences in learning styles and listening comprehension when the teacher is explaining. However, for students who have a learning style that must take notes, listen to, and read a lot, students must have the awareness to act in these situations to have student autonomy. This also relates to dependent learners and independent learners.

Besides, some other problems and issues become obstacles for students to have student autonomy. Indonesian standard norms towards the principle of total obedience and the concept of parents-more-know, as well as teacher trust, cannot wrongly make students' critical power not develop (Dardjowidjojo in Ramadhiyah & Lengkanawati, 2019, p. 232). Also, the condition of students who are used to receiving learning makes students have unusual learning independence so that teachers find it difficult to encourage students to take action to carry out independent learning during the teaching and learning process. Seeing that students are accustomed to receiving direct learning makes students customers to teachers and cannot recognize the need in learning English, and many students are not enthusiastic about learning English (Ramadhiyah & Lengkanawati, 2019, p.232). Moreover, entering the 21st century with the ease of finding information,

accurate sources other than in the library should be convenient for students and increase enthusiasm in their learning independence. However, it becomes a disaster for students who underestimate the ease of finding information, so that the enthusiasm of students in taking the role of learning by themselves is still not there.

Due to the above issues, the researcher identified several problems:

1. Learners have some problem with consciousness takes on its learning role.
2. To know indicators for Autonomous English Language Learners to increase learning achievement in the 21st century.

1.3 Limitations and Focus of The Study

Autonomous learners is a crucial issue for student achievement. Over the last three decades, autonomous learning has become one of the most discussed problems in language learning (Tsai; 2019, Yildirim; 2012, cited in Khotimah, Widiati & other, 2019, p. 371). Being an autonomous student is not easy. Student autonomy refers to the ability of students to take responsibility for their learning by determining their own learning goals, choosing their own methods and techniques, monitoring and evaluating what is obtained (Lengkanawati, 2017, cited in Ramadhiyah & Lengkanawati, 2019, p. 232). In addition, the limitation of this study is the autonomy of English learners and learners.

The autonomous of language learners is considered necessary. English is the core material of the high school curriculum, and English students find a good job after graduation (Lee & Heinz, 2016, p. 67). Not only that, English has become the lingua franca as the primary language of communication in the world. So the researchers limit English learners from English students. In addition, 21st-century skills are the combination of knowledge and content, specific skills, expertise, and literacy needed to succeed in work and life (Hedwart & Hirata, 2011, cited in Fandino, 2013, p. 193).

Even though the 21st-century program has been implemented, the program from the 21st century has not been perfect in its implementation. Reflecting on the 20th century that used the traditional education system, it seems that there are still many who use the education system in the 21st century. The first reason is that learners have assumed that teachers are responsible for shaping and nurturing knowledge in students, with the lack of educational institution facilities to support the level of student interest in the learning process. Second, the lack of knowledge of senior teachers about the use of technology for learning facilities. Third, it is contrary to institutions that do not have supporting facilities for the learning process. Institutions that already have facilities and educators that are sufficiently knowledgeable about the operation of learning via electronics are misused by students. Sometimes, they abuse the ease of searching for information, such as cheating on exams to search for answers on a site. This means that students have not yet formed an attitude of autonomy even though sophistication in the 21st century makes it easier for them to learn and have an attitude of autonomy.

The need for 21st Century Skills at the global level is determined by a combination of factors, including changes in society as a result of the rapid spread of technology; increasing globalization and internationalization; and a shift from an industrial social economy to an information and knowledge-based social economy (Voogt & Roblin, 2010, cited in Joynes, Rossignoli & Kuofi, 2019, p. 6). This is a fundamental reason that student autonomy in the 21st century still needs to be discussed, especially for English learners, by continuing previous research in order to improve previous research and add to the latest information.

1.4 Research questions

1. How are English Language Learners considered to be Autonomous in the 21st century?
2. How to strengthen the characteristic to become Autonomous English Language Learners in the 21st century?

1.5 Aims of the research

- 1.To explore how are English Language Learners considered to be Autonomous in the 21st century.
- 2.To explore the ways strengthen the characteristic to be Autonomous English Language Learners in the 21st century.

1.6 Significances of the research

The benefits that can be obtained from research are seen theoretically and practically. From a theoretical point of view, the results of this study are expected to develop knowledge about student learning independence, especially in the field of English in the 21st century. From a practical perspective, this research helps teachers provide information about autonomos learners, especially students' needs in the 21st century. Students can add knowledge and insight. This research is expected to be a reference material or reference material in research writing.

1.7 Theoretical Foundation

The identified problems require an understanding of the theory. The following is a discussion of the theory behind some of these problems; the first discusses 21st-century skills. The second discusses English learners. The third discusses student autonomy. Furthermore, fourth discusses the autonomy of learning in English students. Finally, researchers classify this subject into various topics based on the variables of this study, as follows:

1.7.1 21st Century Skills and 21st Century Learners

21st Century Skills is a comprehensive definition of the skills, abilities, and arrangements that people need to contribute to the knowledge society (Voogt & Roblin, 2010, p. 16). The word “21st century skills” is an overarching concept that citizens need to contribute to a knowledge society for knowledge, skills, and settings (Germaine, Richards & Other, 2016 p. 19). The Partnership initiated this idea for 21st Century Skills (P21), which was formed in 2002 by the United States to keep up with the changing global economy, meet the demands of new skills, and narrow the school gap in student achievement.

The 21st Century Capabilities Partnership (P21) formulates a 21st-century learning structure that defines the abilities, knowledge, and experiences that students need to acquire to excel in the 21st century. The Framework also emphasizes Learning and Innovation Skills, Information, Media, and Technology Skills, and Life and Career Skills in addition to core subjects. Global awareness, economics, industry, entrepreneurship, citizenship, health, and 21st-century environmental literacy themes are incorporated into core subjects. 21st-century skills, and ultimately educational reform, are the main driving force behind the economy. As a mechanism to advance the learning process, education in the 21st century cannot be separated from technology. The technology-based learning process makes students understand and master literacy about technology. Understanding this literacy, students must also master the use and understanding of language on the relationship between educational practice and 21st-century skills and social capital in line with social studies objectives.

The 21st century is known as the era of globalization, where demographic boundaries are related to an intangible virtual world, as it is understood that the 21st century is marked by changes and shifts in all fields that are increasingly taking place and having an impact on human life. It makes the standard of human capital unidirectional, the determining factor in the domination of a nation. Therefore, the 21st century requires being active, open to change, and willing to think critically to face challenges. In addition, higher-order thinking skills are especially needed as practical workers in the era of mastery of intellectual capital knowledge (Galbreath, 1999, quoted in Mutiani & Faisal, 2019, p. 1).

According to Ledward and Hirata (2011), 21st-century skills combine material knowledge, specific skills, experience, and literacy needed for work and life to succeed (cited in Fandino, 2013, p. 193). These skills go beyond technical literacy, Ledward and Hirata point out, including critical thinking, problem-solving, communication, and teamwork. Ultimately, these skills enable individuals to succeed in the modern economy because they support the individual:

1. access, synthesize and communicate information
2. work collaboratively across differences to solve complex problems; and
3. Create new knowledge through the innovative use of various technologies.

National Education identifies skills as 21st-century skills (Germaine, Richards & Other, 2016 p. 19). So these are the 4Cs, they are:

- a. Critical thinking is expected to provide sound reasoning in understanding and making complex choices. As well as trying to solve problems independently so that students can compose and express, analyze, and solve problems.
- b. Creativity, students must have the ability to develop, implement, and convey new ideas to others, be open and responsive to new and different perspectives.
- c. communication, students must understand, manage, and create effective communication in various forms and contents orally, in writing, and in multimedia. Students are allowed to use abilities to express ideas, both when discussing with their friends and when solving problems from their educators.
- d. In collaboration, students can demonstrate ability in teamwork and leadership, adapt to various roles, take responsibility, work productively with others, put empathy in its place, respect different perspectives.

1.7.2. Autonomous Learners

The common term of learner autonomy, firstly introduced by Henri Holec in 1981, defines learner autonomy as ‘the ability to take charge of one’s own learning’ (Mardjuki, 2018, p. 3). The meaning take charge learners can learning the material without the teacher, and they have the awareness to take responsibility for their learning. Learners who can develop their learning strategies become creative and independent. An autonomous learner can be considered a learner who has developed some learning strategies and is able to control their way of learning (Bajrami, 2015, p. 423). Another researcher defines Autonomous Learners as Autonomy is a situation in which the learner makes his/her own decisions and has the opportunity for independent action during the process of learning (Cakici, 2015, p. 29). However, Autonomous Learners is learners who act boldly and responsibly for their learning with certain learning strategies, and students can control themselves over their weaknesses in learning and outside interference so that they get good learning outcomes. Characteristics of

autonomous learners are learners who take the initiative to take responsibility for planning their learning activities and are ready to evaluate their learning outcomes. Autonomous learners are those who understand why they are learning specific topics, accept responsibility for their learning, take the initiative in planning and executing learning activities and are willing to assess their own learning (Little, 2002 cited in Bajrami, 2015, p. 425). Becoming Autonomous Learners can be Varying degrees depending on individual learners. Autonomous learners are varying degrees depending on their individual, such as personality or attitudes, as well as intra-learner variation across contexts, settings and tasks (Tatzl, 2016, p. 41). Besides, some researchers from Indonesia said characteristics of Autonomous Learners are taking responsibility for their own learning, being aware of needs, setting goals, planning their own learning, finding resources, allocating time, and working collaboratively (Lengkanawati, 2017, p. 224).

Autonomous Learners are capable become successful learning. An Autonomous learner is capable of setting goals and objectives, choosing material, methods and tasks, carrying out and evaluating his/her work/learning. Learners are able to make significant decisions about what is to be learned, as well as how and when to learn it (Hein, 2018, p. 46). In addition, being an autonomous learner is not easy. Developing knowledge about learner autonomy requires an understanding of how learner autonomy develops in various settings (Benson, 2010 cited in Murase, 2015, p. 37). There are two types that can be done to understand more deeply Autonomous learners, namely assessing learners autonomy and measuring learners autonomy (Murase, 2015, p. 38).

1. assessing learner autonomy refers to the process of collecting information about the students' autonomy, either qualitatively or quantitatively, for the purpose of giving the students a grade or mark according to their level of autonomy.
2. measuring learner autonomy refers to the process of quantifying the characteristics of learner autonomy on the basis of its conceptual and operational definition in the specific target context.

Meanwhile, Autonomous Learners are (Lamb, 2017, p. 175): 1. manifestations that focus on external factors that facilitate the learner taking responsibility for different aspects of the learning process such as planning, implementation, and evaluation of learning and learning decisions (flexible learning, project work, etc.) and; 2. those that centre on internal factors that predispose learners toward accepting responsibility and controlling one's thoughts and actions as a learner (learning to learn, self-regulated learning, strategy training).

Becoming an Autonomous learner is important for learning. But it is difficult to become an Autonomous Learners. For developing learners, there are three types of pedagogical principle (Little, 2006, cited in Dwee & Anthony, 2017, p. 20):

1. Learner involvement – engaging learners to share responsibility for the learning process (the affective and the metacognitive dimensions);
2. Learner reflection – helping learners to think critical when they plan, monitor and evaluate their learning (the metacognitive dimensions);
3. Appropriate target language use – using the target language as the principal medium of language learning (the communicative and the metacognitive dimensions).

Based on all the characteristics of Autonomous Learners, the researcher resulting:

1.7.2.1. Take charge their own learning

Means related to their characteristic of responsibility and their know the capacity in the learning process. The words 'ability and 'take charge of' in this definition were subsequently replaced by 'capacity' and 'take responsibility for;' respectively (Benson, 2009, cited in Alrabai, 2017, p. 222). Furthermore, This definition focuses on 'responsibility and 'capacity as main characteristics of learner autonomy (Alonazi, 2017, p. 185). In addition, autonomous learners are able of making all the decisions concerning their own learning process. However, learner autonomy is a capacity, attribute, and attitude and can take different forms in different contexts and to different degrees as a result of the characteristics of each learner (Yurdakul, 2017, p. 15).

1.7.2.2. Self-learning strategy

Self-learning strategy means to thoughts or activities that assist in enhancing learning outcomes (Yagcioglu, 2015, p. 430). Learners can develop their learning strategies to get their learning goals. Learners should be trained to become autonomous by using learning strategies which in turn will make them capable of improving their learning by themselves (Lengkanawati, 2017, p. 223). Meanwhile, learning strategies reduce the problem of the limited Autonomous Learners (Yanti, Nuryani & Riyadi, 2019, 224).

1.7.2.3. Take initiative

Take the initiative means the learner must take at least some of the initiatives that give shape and direction to the learning process and must share in monitoring progress and evaluating the extent to which learning targets are achieved (Sanal, 2016, p. 1028). In addition, in practice, autonomous learners need to be reflective about their learning to take the initiative to explore and find solutions and contrast results (Muchlis, 2015, p. 278). However, autonomous learners take the initiative in planning and executing learning activities depends on their learning needs (Perez, 2018, p. 57). Autonomous Learners dare to take the initiative and take risks to their learning (Petra et al., 2016, p. 264).

1.7.2.4. Self evaluate learning outcomes

Self-evaluate learning outcomes, means evaluate learning outcomes are used to determine the magnitude of the increase in the learners learning outcomes (Devi et al., 2019, p. 58). learners must be actively involved in the learning process by being self-motivated, able to evaluate their own learning in achieving their language learning goals (Warni, 2016, p. 8). In addition, evaluate learning can help the learners to improve their skills. research on self-regulated learning shows the importance of supporting students to plan, monitor, and evaluate their learning activities to promote autonomous learning strategies (Petra et al., 2016, p. 264).

1.7.2.5. Willing to assess their own learning

Willing to assess their own learning means being willing to assess their own learning; learners should be willing to assess their own learning to develop their learning outcomes (Warni, 2016, p. ii). Willing to bear their learning in terms of planning learning activities, learning resources, time, goals, and learning outcomes are included in the category of being responsible for their learning (Ismaniati et al., 2015, p. 22). However, learners who are willing to be involved in learning activities are able to improve their learning abilities (Misir, 2018, p. 30).

1.7.2.6. Setting and planning learning goals

Setting and planning goals mean goal-setting and self-evaluation, which are considered important components in promoting learner autonomy (Little, 2006, cited in Dwee et al., 2017, p. 23). In addition, setting and achieving goals, time management, planning and monitoring, self-evaluation and taking control of learning are independent processes that are considered important for lifelong learning (Resky et al., 2019, p. 54). Meanwhile, autonomous learners are able to define the goals and strategies for knowing and evaluating their own development (Warni et al., 2018 p. 2).

1.7.3. The ways strengthen to be autonomus learners in the 21st century

Autonomous Learners are students who dare to take responsibility for their learning by seeking several indicators in order to achieve maximum learning outcomes. Students have the freedom and responsibility to re-evaluate their learning outcomes involving the development and use of learning skills or strategies called learner autonomy (Oxford, 2015, p. 62). In addition, the Partnership for 21st Century Skills states that the 21st-century curriculum contains four elements of competence (critical thinking, creative thinking, collaboration, and communication skills) capable of helping students in dealing with situations in the 21st century (Mustafa & Dwiyoogo, 2020, p. 424). This is in line with the characteristics of Autonomous Learners (Reski et al., 2019): 1) individuals design their own learning according to the needs or goals of the individual concerned, 2) individuals choose strategies and implement their learning designs, 3) individuals monitor their own learning progress, evaluate learning outcomes are compared

with certain standards. Based on the indicators of autonomous learners, it refers to 21st-century skills.

Talking about autonomous learners is closely related to skills in the 21st century. However, being an autonomous learner is not easy. It is necessary to know the ways strengthen to be autonomus learners. By knowing the ways to strengthen the indicators of good students, indicators of characteristics of autonomous learners, and characteristics of the 21st century, can answer the needs experienced by students to become autonomous English learners in the 21st century.

1.8 Previous Study

As a reference for this study, the researchers reviewed previous studies. There have been many previous studies regarding this research—the researcher finds a cluster about Autonomous Learners and two references. There is John Christopher Wade's (2017) previous research about Autonomy In Language Learning. He tried to explore the level of student awareness in establishing independent learning or measuring student autonomy. An approach to developing learner autonomy is illustrated based on the author's personal experience in the context of the first-year ESP course in Communication Sciences at the University of Cagliari (Italy). This course makes extensive use of new technology via the Moodle platform. As a result, even though the learning tools or platforms have been provided in such a way that students have a learning awareness, there are still problems with personal awareness. Students feel that the use of learning platforms limits the space for a learning process and perceives online learning media as an online lecture method.

The second previous research Sa'adah Ramadhiyah and Nenden Sri Lengkanawati (2019), is Exploring EFL learner autonomy, By employing a case study, this study used the interview, observation, and questionnaire as the principal data collection methods to see in-depth the teacher's and students' perception of learner autonomy. As a result, the teacher has tried to encourage the independence of students even though there are still several components that need to be improved to assist teachers in developing the implementation of student autonomy in the classroom. One of them is preparing learning material. However,

all of that still cannot be used as a benchmark in increasing student autonomy. Students cannot be indicated as independent learners based on their perceptions. This is revealed from the findings of technical, psychological, and political perspectives. The results were not as satisfying as expected. From a technical point of view, the interests of most students are learning activities related to technology integration, such as watching English films, listening to English songs, and chatting in English through social media.

Third, previous studies from the 21st Century Cluster, namely Graham Howlett and Zainee Waemusa (2019) on 21st Century Learning Skills And Autonomy. This study examines the extent to which English as a Foreign Language (EFL) secondary school students believe mobile devices enhance learning and learner satisfaction in a Thai school/classroom context and whether they are ready for independent learning using these devices. This mobile device is an example of learning media to support competence in the 21st century and as a way to increase learner autonomy. As a result, students have access to and can use mobile devices, with students agreeing or strongly agreeing that mobile devices increase their learning potential and satisfaction, indicating that they help encourage and foster learner autonomy. It can be concluded that the application of 21st-century skills with a centralized learner system was successfully implemented and increased learner autonomy.

Fourth, the previous studies from Khotimah et al. (2019) the title is Autonomous English learning: Teachers' and students' perceptions. This study investigates teachers' and students' perceptions of independent learning in English language teaching and the extent to which teachers encourage students' self-learning. The research method uses questionnaires and interviews. The findings show that although teachers and students hold the positive principles of self-learning, they still have an inadequate understanding of self-learning's concept. Furthermore, the study results show that many students still do not understand the concept of independent learning. This study resulted in teacher education programs needing to prepare teachers with practical training to promote independent learning activities in the classroom. As suggested by this study, in

particular, the use of the internet for student learning should be encouraged to increase their autonomy in learning.

Fifth, the previous studies from Newton et al. (2016) the title is *School Autonomy and 21st-Century Learning: The Canadian Context*. This study aims to explore the relationship between school autonomy and 21st-century learning. This research is a preliminary overview of policies related to school autonomy and 21st-century learning. As a result, a plausible working hypothesis for school autonomy and its relationship to 21st-century learning in Canada might focus on teacher autonomy and their ability to exercise agency towards innovation, creativity, and experimentation in their daily teaching practice. In addition, the results of this study indicate that school-level autonomy (particularly the autonomy of principals) and divisional autonomy are best carried out to create structures, policies, processes, and practices that facilitate teacher innovation in teaching, pedagogy, curriculum adaptation, and assessment. This research shows that in addition to student autonomy, teacher autonomy must also be increased for teaching practice in schools.

Sixth, the previous studies fromCirocki et al. (2019) the title is *Readiness for Autonomy in English Language Learning: The Case of Indonesian High School Students*. The aims of this study are threefold: to investigate how Indonesian secondary school students conceptualize the construct of student autonomy; to ascertain the extent to which students are motivated to learn English; estimate how ready they are to participate in the teaching-learning process independent learners. Data was collected using questionnaires and focus group interviews. The findings reveal that many students are not familiar with the concept of learner autonomy. They also have a reasonably low motivation to learn English and are generally not ready to act as independent learners, lacking specific skills and competencies. The results show that Indonesian students need to be trained to plan their learning process, set goals, and take a more active role in negotiating the teaching and learning process.

Seventh, the previous studies from Wiraningsih & Santosa (2020) the title is *EFL Teachers' Challenges in Promoting Learner Autonomy in The 21st century Learning*. This study describes the challenges in promoting learner autonomy in

21st-century learning faced by EFL teachers and their strategies. Data collection was done by semi-structured interview technique. The results showed that the school zoning system caused the policy constraints identified in this study. Unscheduled events cause these institutional constraints. The language teaching methodology is caused by a lack of knowledge about teaching strategies and the different characteristics of students. The results of this study reveal that educational and institutional policies, language teaching, and student backgrounds are identified as challenges faced by EFL teachers in promoting learner autonomy in 21st-century learning. Therefore, in turning challenges into possibilities, several strategies are applied, such as initiating activities, implementing collaborative learning, and having good planning and time management. Through this identification, it is hoped that students will get a better educational experience.

Eight, the previous studies from Ariebowo (2021) the title is Autonomous Learning during COVID-19 Pandemic: Students' Objectives and Preferences. The first objective of this study was to determine the learning objectives in the covid-19 era, and the second purpose of this study was to determine learning preferences. Covid-19 is a pandemic in the 21st century that has an impact on disrupted school learning. The government encourages students to study from home. Significantly affects student autonomy. As a result, students can produce their own learning goals. They mostly want to be fluent in English without disturbing the grammatical aspects. From the above results, it can be concluded that students can determine their priorities. They can adjust their learning objectives by choosing the language function and preferred topics discussed in the lesson, providing information and problems encountered. Choosing an online meeting platform is one of the reasons students can decide which learning strategy is right for them.

Ninth, the previous studies from Ghofur et al. (2019) the entitle is Teaching Writing and Twenty First Century Skills Using Guided Autonomous Learning Designs. This research is intended to produce and use a Guided Autonomous Learning Design by integrating eight types of 21st-century skills in teaching French writing. The designs developed consist of the syllabus, learning models, textbooks, learning media, and lesson plans. Research data was obtained

from students, lecturers, experts, observers, and documents. The results showed that the design of Guided Autonomous Learning by integrating eight types of 21st-century skills effectively improved students' writing skills in French and eight types of 21st-century skills.

Tenth, the previous studies from Bravo et al. (2017) the entitle is Motivation and Autonomy in Learning English as Foreign Language:A Case Study of Ecuadorian College Students. This paper aims to contribute to various college and university approaches adopted by teachers to introduce changes to their teaching to provide their learners with knowledge in their area of expertise and empower them to become independent. They were directing lifelong learners and authentic personalities who possess critical competencies for the 21st century. The author's approach is based on his belief in the power of independent learning as a process that students go through from the initial line of self-assessment to the final line of evaluation and reflection of learning achievement. The essence of this paper lies in presenting the results of case studies that are focused on the goals of student self-study in higher education. It outlines the tools and procedures that learners use when working with e-portfolios to set their own goals before starting their learning, describes the categories of learner goals, and presents conclusions about what makes learning goals autonomous. As a result, the nature of the approach that supports self-directed learning is reflected in various goals stemming from individual needs, learning styles and student preferences. To become autonomous, this is often difficult to support in traditional teaching in higher education, where the syllabus is usually based on goals set by the instructor. When students are given more autonomy, they learn materials and learning contexts according to their preferences.

However, they considered this particular mode of learning difficulties, especially in the initial self-assessment and goal setting stages. Upon completing the course, they concluded that it was more relevant to their needs and more enjoyable, emphasizing the advantages of being aligned with their needs.

1.9 Frame of Thought

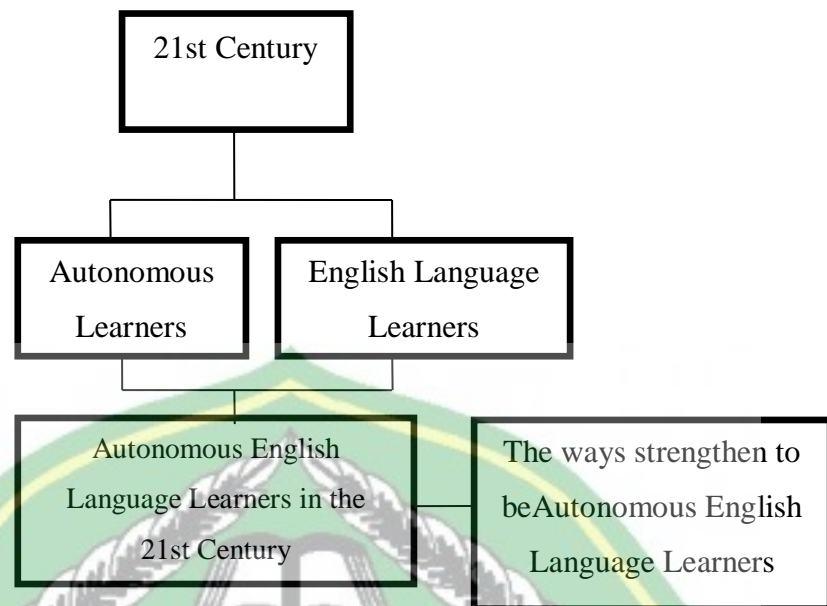


Table 1.1 Frame of thought figure

The 21st century is a century where technological sophistication has spread all over the world. Technology is now a secondary need for all circles of society. This is because the sophistication of technology makes it easier for users to do something according to the intended plan. Like the many motorbikes and car users to make it easier to travel quickly, a smartphone is currently not only for communicating but also as educational information for all people, especially students. In addition to libraries, students in the 21st century use their smartphones to seek knowledge regarding assignments, learning materials, as well as a tool for assignment collection, for example, collecting assignments in written form, namely written text or in video form. It is included in the seven 21st century skills criteria for digital skills (Ferrari, in Joynes, Rossignoli, & Amonoo-Kuofi, 2019, p. 17). It is information management, collaboration, communication and sharing; content and knowledge creation; ethics and responsibility; evaluation and problem solving; and technical operations. It is argued that ICT is a core environment for 21st-century skills (Lewin and McNicol in Joynes, Rossignoli, & Amonoo-Kuofi, 2019, p. 17). Despite the ease of finding information using internet base learning, all aspects depend on the learner.

Learners are an asset for the nation's future generations to advance their country. So, it is important to pay attention to all the needs of students in preparing a mature 21st century generation, who has 4C competencies, namely Communication, Collaboration, Critical Thinking, and Creativity. One of the efforts in the formation of 21st-century learners is the learners-centred. The purpose of the learners-centred is as an effort to create new school methods and guide educational reform (McCombs & Vresent, 2005, p. 3). Until the 21st-century, students could not be separated from language learning. This is because basic mastery of ICT is triggered by various languages, especially English. So learning English is important for learners.

In parts of the world, including in Indonesia, learning English is second learning as second language. In the 21st century, the ELL community is increasing because student needs are emphasized because of elements of the 21st century. Teachers must know the needs of students through professional development because there are several major problems experienced by students in the process of absorbing second language learning. The obstacles that students experience when receiving language teaching are the teacher's attitude towards English language learners, the error in diagnosing language learners as a learning disability, and a lack of professional development (Paradis & Kirova, 2014). Another obstacle experienced by students was caused by teacher errors with the placement of students who were categorized as student disabilities. This is caused by the inability of students to master two languages at once. It takes awareness and ownership of student autonomy to be independent learning.

Autonomous learners are the ability of students to establish their learning (Holec in Howlett and Waemusa, 2019, p. 73). students have the potential to act regardless of the situation. the ease of getting knowledge using internet base learning makes many students fall for the all-around facilities. In addition, learning disabilities with the assumption that learning is difficult to make students not have student autonomy. At the same time, one of the goals of education is to get students who can learn independently (Kaur in Howlett & Waemusa, 2019, p. 73).

1.10 Research Method

At the point of this research method, the researcher explained the method to be used as a means of exploring data. as follow:

1.10.1 Research design and steps of the research

This research will use qualitative research because qualitative research does not use statistics or numbers while using text. The qualitative approach has a constructivist worldview (Creswell in Morse & McEvoy, 2014, p. 2). Creswell (2009) explains that when using qualitative research, "the researcher seeks to establish the meaning of a phenomenon from the views of the participants" (p. 16). Qualitative researchers study things in their natural setting, trying to understand, or interpret phenomena in terms of the meaning people bring to them (Denzin & Lincoln, 2005, p. 3).

Research design is a plan to collect and analyze evidence that allows the researcher to answer the questions asked. Investigative design touches on almost all aspects of research, from the small details of data collection to the selection of data analysis techniques (Flick Uwe, 2004, p. 146). Types of literature review include traditional or narrative literature review, systematic literature review, meta-analysis, meta-synthesis.

However, the design of this study uses a one-stage Critical Literature Review, namely a systematic literature review. Systematic reviews are compiling evidence to answer a specific research or policy problem or question, using a protocol (Jesson et al., 2011, p. 73). The Critical Literature Review is more suitable for this study because of the many literature reviews on analyzing Autonomous Students. The researcher uses Jesson et al. (2011) for the grand theory of Critical Literature Review. This study focuses on the exploration of becoming Autonomous English Language Learners based on a literature review.

This review is used to answer questions that are well focused, to fulfil a good assessment, then the right criteria are a.) Formulate the research question, b.) Set inclusion or exclusion, c.) Select and access the literature, d.) Assess the quality of the literature included in the review, e.) analyze, synthesize, and disseminate the findings (Cronin, Ryan, & Coughlan, 2008, p. 39).

In line with Nasruddin and Mustaqimah (2020), research questions will bring the focus of literature searches to be more focused and relevant (p. 5). So that the guide to facilitate literature search: a) Formulate a draft research question, b) Search, scan, for information, use keywords, c) Skim, scan, read, reflect and search some more, defining key concepts, d) Obtain articles and read some more, e) Reassess your question, f) Formulate the final research question for analysis (Jesson, Matheson, Lacey, 2011, p.20).

1.10.2 Sources and types of data

The data source is the information centre for the data obtained. The researcher needs to consider the basic source. A researcher needs to be familiar with the three basic types of sources when they start looking for information related to the research question (Fraenkel, Wallen & Hyun, 1993, p. 39). The three basics are the first general reference tools, primary sources, and secondary sources.

The first general reference is a source that is often used by researchers in qualitative methods. This general reference can be in the form of articles, books, reports, and other documents related to research questions. Second, the primary source is raw data, the first data that researchers collect to collect data. Third, Secondary Sources, namely collecting data from the literature, such as journals, books, etc.

While the sources and types used by researchers are only 1 stage, Critical literature review by Jesson et al. (2011), the literature review was obtained as a source of data to answer two research questions. Library research is one of the sources for collecting information gradually and searching for literature using CALL (Computer-Assisted-Language-Learning) (Nashruddin & Mustaqimah, 2020, p. 8). The sophistication of technology in the 21st century includes many sources of literature study so that it makes it easier for researchers to find research material only by using tools such as cell phones and computers along with the use of the internet.

Resources	Web Addresses
Search Engine: 1. Google 2. Google Scholar	http://www.google.com http://www.scholar.google.com
Database of International electronic source: 1. Research Gate 2. Academia 3. SAGE Knowledge 4. Science Direct 5. Z-Library	https://www.researchgate.net/ https://www.academia.edu https://sk.sagepub.com https://www.sciencedirect.com https://id.booksc.org/
Database of Indonesian electronic source: 1. Perpustakaan Nasional (Perpusnas) 2. Indonesian Publication 3. Index (IPI) 4. Science and Technology Index (SINTA)	http://e-resources.perpusnas.go.id http://id.portalgaruda.org/ http://sinta.ristekbrin.go.id/

Table 1.2 source of the data

However, some of the above sources are literature searches to find several journal articles, books, and other literature studies related to research. In searching for an article, researchers use keywords to facilitate data search. These keywords use several keywords such as "And", "Or", and "Not". The word "And" is to find two keywords, for example, autonomous learners and 21st century. The meaning of "Or" is meant to find other keywords, such as English learners or autonomous learners. Then "not" to be used with exceptions, for example, English language adult learners, not young learners. This was used as a strategy to focus data searches to be more focused on research data (Cronin et al., 2008, p. 40).

1.10.3. Data collection techniques and instruments

There are many ways of collecting data, such as observation, interview, document and audio, and visual materials (Creswell, 2014, p. 188). Therefore, the researcher uses stage 1 for data collection and instrumentation. It is a critical literature review. Jesson et al. (2011) was used by the researcher for the grand theory of Critical Literature Review. Moreover, the researcher uses the technique within a critical literature review is initial screening. Initial screening is used for due diligence of an article or journal with a screening process for inclusion and exclusion as a condition for research (Nashruddin & Mustaqimah, 2020, p. 9).

Inclusion is the criteria for an article to fulfil the research material. As well as the criteria on the date, the theme being searched for (e.g. English language learners). At the same time, the exclusion is things outside inclusion. Such as the authors pay attention to the type of journal and the eligibility of the journal's identity. Such as the status index, impact factor score, and journal operations (Nasruddin & Mustaqimah, 2020, p. 9). For inclusion, the author establishes criteria against which to search for an article or journal. These criteria include, in the year, the author reports starting from 2000-2020, journal index in national and international, CALL research in Autonomous Learners, English Language Learners, and 21st century, for exclusion researchers used google scholar as a data search.

Inclusion Criteria	Exclusion Criteria
1. Books, Journal	1. Book and journals published pre-2000
2. Should be published between 2015-2021	2. Journal that not involve autonomous learners.
3. Autonomous Learners	3. Not indexed nationally such as SINTA, IPI or internationally such as Scopus.
4. Should involve Autonomous Learners	4. General learners research (not autonomous learners especially 21st century skill).
5. 21st century skill	
6. Journal index national and international	
7. Education research in learners 21st century focus on autonomous learners	

Tabel 1.3 Data Collection

In addition, to consider the inclusion and exclusion, the criteria should pay attention to the journal indexed by a national or international such as SINTA, SCOPUS, and Google Scholar. In addition, the score of the journal as the references has an impact to know the eligible of a journal in which can be seen with a number of citations of the journal are DOI or ISSN (Nashruddin & Mustaqimah, 2020, p. 87). DOI is a Digital Object Identifier that is assigned to the article; meanwhile, ISSN is an International Standard Serial Number that is assigned to the journal. In addition, the criteria of indexing status that specific literature can be seen in the table.

Indexing status	SINTA SCOPUS
Impact Factor Score	SINTA : S4 (minimum) SCOPUS/Scimago journal rank: Q3 (minimum) Google Scholar: H-index 4 (minimum)
Journal Operation	DOI or ISSN

Table 1.4 Criteria Of Indexing Status

However, researchers used one stage in this study. Researchers use Critical Literature Review to answer research questions. In addition, collect and data instruments through several stages by using Critical Literature Review.

1.10.4. Data analysis techniques

Data analysis is the most important stage for the completion of a study. Because the data that has been collected is not analyzed, it will only become meaningless items. Therefore, this data analysis provides a meaning for research. Moreover, the researcher uses 1 stage for data analysis. It is a Critical Literature Review by Jesson et al. (2011). Based on Nashruddin & Mustaqimah (2020), the way for data analysis can be viewed and identified specification of the references, clustering and synthesizing the process, and table checklist for facilitating process clustering the journal/article (p.11).

There are five steps for identity and reviewing references: the first is selecting the keywords and database. The keyword of the researcher seek for the literature review are 21st Century, Learners in 21st century, English Language Learners, English Language Learners in 21st Century, Autonomous Learners, Autonomous Learners in 21st Century, and the last is Autonomous English Language Learners in 21st Century. All keywords used by the researcher in the 21st century are for finding a finding and supplementary literature related to the study. The second way is searching the database. Searching database means considering the journal name (Research Gate, Academia, etc.).It is important to consider the journal name as one of the eligibility journals that meet the requirements. After planning the review, conducting the review is the three to five steps to choose the feasible journal. The third is reviewing the abstract. Reviewing the abstract, find out related and unrelated literature. Fourth, sorting the journal, article, and thesis, and the last is conducting a detailed review journal.

1.10.5 Research Timeline

No	Activities	Month											
		Juli				Agustus				September			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparing research proposal												
2	Instrumental development of research proposal												
3	Revision of research proposal seminar												
4	Compiled theoretic a review												
5	Asking for learners approval to conduct research												
6	Collecting the data												
7	Analyzing the data												
8	Making data conclusion												
9	Report and evaluate the research												

Table 1.5 Research Timeline