

CHAPTER I

INTRODUCTION

This chapter outlines and explores the research's foundation. It includes important information such as the background of the research, the delimitation of the research, the research question, the aims of the research, the significances of the research, the theoretical foundation, previous research, the frame of thought, and the research method as requirement for this research to be qualified and valid.

1.1 Background of the Research

The 21st century is a period of globalization that has affected a variety of fields, such as the economy, science, culture, knowledge and education, using information and communication technologies (Han, 2016). The 21st century has brought massive change in the society, thus requiring learners to build certain skills to fit the needs and demands of the global community. According to Hirschman & Wood (2019), the term '21st century learner' appeared at the turn of the millennium and indicated a distinct type of learner. It is well known that the 21st century learner has numerous challenges that necessitate new learning experiences, new abilities, new approaches to information, and new pedagogy (Hirschman & Wood, 2019). Critical thinking and self-directed learning are valued as highly as knowledge acquisition in one's learning experience in the twenty-first century. The twenty-first century is critical for learners' critically thinking as well as their capacity to apply logical reasoning skills (Kuhlthau & Caspari, 2007).

As a global language, English has undeniably used across cultures and countries for both academic and non-academic purposes. In non-native English countries, English is also regarded as a lingua franca. Nowadays, English is one of the most essential skills that learners should acquire in order to get a good career. People over generations will find it easier to travel if they can communicate in English. Furthermore, it is required for the younger generations to have a brighter future because the English allows them to learn

a variety of things via the internet. However, among young generation the English capability is still far from the expectation.

Listening, speaking, reading, and writing are the four skills that need to be taught in English. The researcher believes that listening is one of four important communication abilities. Listening is an early step in the information reception process. Listening is more than just hearing words; it is an active process in which learners absorb, create meaning from, and respond to spoken and nonverbal information. Listening skill is the ability to understand what speakers say and what they imply. Listening is one of the most important tools in the communication and education processes (Gulec & Durmus, 2015). Listening skills are significant in foreign and second language acquisition because in the era of globalization, the use of media as the forum of English communication; such as television, radio, and internet are massive (Satterwhite & Sutton, 2007). Listening becomes highly essential in English language learning because learners must be educated to have a high listening capacity in order to be successful in other areas of English skills. The majority of students learn English in the classroom using the textbook-learning method. Language, on the other hand, is difficult to master if students only learn in the classroom. Language is something that needs to be practiced outside of the classroom; they should try to get more practice outside of the classroom.

Taking consideration to the previous statement, learning English especially listening skill is not easily done in the classroom, and among others learning style, autonomous learning is what learners need to support their listening improvement. Cahyani (2010) discovered that successful language learners are independent and autonomous in their self-study. Learner autonomy has lately grown in importance, and more learners are attempting to be autonomous, as learners are essential components of both language teaching and learning. As O'Donnell, Reeve and Smith (2012) points out, one of the internal variables that help learners perceive autonomy is autonomy. People cannot build knowledge or abilities in a variety of areas unless they engage in the process of thinking. Promoting learner autonomy necessitates utilizing the learner's capacity for learning through critical reflection.

The motivation to learn autonomously is a non-intellectual factor. Increasing enthusiasm, desire, and interest in learning has a particular role. Motivation involves two processes: knowing what will be learned and realizing why it is necessary to be taught (Samuels, 2013).

The issue of autonomy is worth to be considered when learning English as a foreign language in Indonesia. Since English was a universal language and a great deal of knowledge is communicated through it, having a working knowledge of English has become a requirement for Indonesians to participate in international communication. In spite of the importance of English, foreign language learners are frequently considered listening as the most challenging language skill to be mastered. In general skills of English, it still considered as a challenging language to learn in this 21st century, particularly for people from non-native countries like ours. It can be proved by the results of the 2016 National Examination, it was reported that the national average English score is just 57.17 (Kemendikbud, 2016). Meanwhile, English is one of the core subjects that have to be mastered by Indonesian learners moreover in this 21st century.

Despite the difficulties in English language acquisition in the Indonesian setting, a few of learners have achieved success. The successful English learners of course have their learning styles and strategies to be success in learning English, especially in listening skill. Kazemi & Kiamarsi (2017) claimed that language learning strategies can assist learners in developing communicative competency. In order to fully understand effective learning, it is necessary to understand the various strategies of learning listening skill autonomously. Numerous researches have shown that effective EFL learners have strategies to master the English especially in listening skill in their own way. According to Oxford (1990) as cited in Yang (2009, p. 134), Learning strategies are particular activities that learners consider in order to make learning simpler, faster, more pleasurable, more self-directed, more efficient, and more transferrable to other situations. It is apparent that both general learning strategies and specific listening strategies are definitely advantageous to foreign language acquisition. Learning strategies assist learners in responding to learning circumstances and controlling

their learning in acceptable and suitable ways, allowing them to take greater responsibility for their own learning and become autonomous foreign language learners.

Research under this field of the 21st Century English Learner's Profile involves several clusters in which there are different findings for each previous research. There are 21st Century Learning (Khoiriyah, Latief, & Astuti 2018, and Hirschman & Wood 2019), Successful English Learners Profile (Rahman, Fachrurazy, & Wahyudi 2015, Muslimin 2018, Ang, Embi, & Yunus 2017, Wahyudi 2014, Inguva, Tuzlukova, & Sancheti 2019, Alghamdi 2016), Listening strategies (Pamungkas 2019, Kazemi & Kiamarsi 2017, Indrianty & Kemala 2017, Koc & Koc 2016, Suyono 2010, Vandergrift 2007) Autonomous Learning (Adianingrum 2017, Inayati, Rachmadani & Utami 2021, Razeq 2014), and Learning Listening Autonomously (Bandaranaike & Willison 2017, Fang 2014, Elekaei, Famarazi, & Tabrizi 2016, Warschauer & Liaw 2011, Kurita 2012, Jing 2016). Those studies have shown different findings. Moreover, there is no research that mentions in specifically what EFL learners needs in learning listening skill autonomously in the 21st century while addressing learning strategies in this research. Furthermore, the term "autonomous listening" refers to listening without the direct supervision of an educator (Rost, 2002). It means that autonomous depending on each learner's profile, therefore the researcher believes that English learners profile in the 21st century especially in learning listening skills autonomously is a fascinating issue that requires considerable criticism and further research.

As a result, research needs to be oriented to the need analysis of EFL learner's strategies in learning listening skill autonomously in the 21st Century. This research was therefore intended to explore such profiles of autonomous EFL learners, since the profiles of successful language learners are important, especially for language learners who need to master a foreign language especially listening skill successfully. In sum, the researcher believes that there is a need to investigate what are the needs of EFL learner's strategies in learning listening skill autonomously in this 21st century in order to fulfill their needs to

make them able to succeed in their listening skill. In fact, there is no research which study about 21st century autonomous learners profile in learning listening skill. Taking the previous statement into consideration, this research sets out to explore in depth about it.

1.2 Identification of the Phenomenon

The needs of learners were becoming more powerful in the 21st century and various changes are taking place in language. These changes have brought an awareness of the need to modify and improve educational preparation for productive functioning in surroundings that is continuously changing and highly demanding. It is critical to examine how challenging it will be for the language education system to handle this task. The need analysis of EFL learners is the key of the successful education, because each of learners has their characteristics and strategies to learn English, especially listening skill (Khoiriyah, Latief, & Astuti, 2018). The listening skill is a warranty for learners to be able to access worldwide opportunities as it known that listening is the key skill in mastering all skills in English.

The researcher did a little observation and finally find out that several EFL learners in college was successful in their listening skill even the lecturer were not guide them, so the researcher claim it as the main phenomenon. This present research was undertaken to meet learners' needs towards the trend skills required. As a result, the implications of this research go beyond mastering listening skills and information to actively empower learners with an awareness of why learner autonomy is vital to 21st century employment. Moreover, Cotterall & Murray (2009) asserted that learner accountability, learning management, and reflection are major elements of language learning, in order to acquire various skills to meet the global competition for which today's learners must own responsibility of their learning as it called autonomous learning. Because of that, the learners need in learning listening autonomously is interesting to be analyzed.

1.3 Delimitation of the Research

To avoid a wide and varied viewpoint in the analysis of the problem, this research concentrates on analyzing learners' needs in autonomously acquiring listening skills. Considering the above remark, the general phenomena to focus on, and which plays a significant role in addressing the needs of the twenty-first century, is the profile of autonomous learners. The researcher find out that autonomous learning become one of aspect which interesting in this research. Furthermore, the analysis becomes more interest because the researcher only explores some autonomous learners and the researcher scopes this research to highly focus on listening skill. Moreover, it seeks to observe whether the use of listening autonomous learning strategies might be a predictor of acquire listening skill in English.

Then, in order to address the research questions, this research analyzed intermediate level of English learners. This research take place in Cirebon, Indonesia which is exactly at the only one public university in that city. Furthermore, the subject of this research is only the learners who are learning listening skills autonomously in English department of college understudy. Those autonomous learners are selected by filling questionnaire to show whether they have an autonomous learner's characteristics or not. Then, the selected autonomous learners were interviewed in depth. This focused on what are their needs in their autonomous listening skill.

The aspect of why this research takes place in that institution is, caused they are study in English Language Teaching Department and of course they well-experienced in learning English. In addition, they are also in the highest grade of learners, so they are the most suitable learners to be a candidate in this research understudy. In addition, Bandaranaike & Willison (2017) clearly stated that universities frequently identify 'autonomy' as a university graduate quality, either directly as 'intellectual and personal autonomy' or indirectly as, 'independence, creativity and learning' in their attempt to demonstrate employability of graduates.

Since need analysis is so critical in foreign language learning lesson, it is crucial to focus on what 21st century learners need in learning listening skill autonomously. In sum, the researcher is necessary to limit and focus the phenomenon of this research on the Analyzing EFL Learner's Needs in Learning Listening Skill Autonomously in 21st Century.

1.4 Research Questions

- 1) What are the strategies of learning listening skill autonomously in the 21st century?
- 2) What are the EFL learners' needs of autonomous learning listening skill strategies in the 21st century?

1.5 Aims of the Research

- 1) To find out the strategies of autonomous learners in learning listening skill in the 21st century.
- 2) To find out the needs of EFL learners strategies in learning listening autonomously in the 21st century.

1.6 Significance of the Research

The researcher hopes that this research will be relevant in the field of English research, especially in listening. There are two kinds of significant in this research, which are:

1.6.1. Theoretical benefit

The current research was contribute to determining the needs of learning English, particularly in listening skills, in order to build certain skills for learners to be able to access worldwide opportunities, since listening is known to be a key skill in mastering of English. This present research was undertaken to meet learners' needs towards the trend skills required through empowering autonomous learning.

1.6.2. Practical benefit

The current research was expected to be helpful for teachers, learners, other researchers and also all the readers.

- 1) For the teacher, this research can help them in solving their problem or the difficulties in listening class.
- 2) For the learners, this research can help them in implementing a better learning strategy in autonomous listening skill, and then also help the learners become an intellectual, independence and creative person in their efforts to show graduates' employability. So, the learners can meet the needs of the outside world in the 21st century.
- 3) For the other researchers, this research useful as reference for who wants to conduct research about empowering autonomous learning in listening skill to make successful learners in the 21st century.
- 4) For the readers, this research will give information about the appropriate strategies in learning listening autonomously in the 21st century.

1.7 Theoretical Foundation

To guide and structure this research, this part highlights the fundamental theories of research related to 21st century skill, 21st century learning, EFL (English as a Foreign Language), autonomous learning, learning listening skill, language learning strategies, EFL autonomous learning listening strategies, and learners' needs in learning listening skill autonomously in the 21st century. As follow:

1.7.1. 21st Century Skill

Individuals in the twenty-first century must be equipped with certain skills in order to stay up with the constantly changing technologies in the global workforce. The fast-paced century forces people to adapt to new ways of life, such as how they work, learn, and socialize with others. Following the issues of the twenty-first century, the world's complexity increased continuously, requiring the skills necessary to conform to and solve the issues (Rose & Nicholl, 2002, p. 12). As consequence, new requirements for what learners should be able to do would modify previous basic skills and knowledge requirements. To address these challenges, the term "21st century skills" emerged to

encourage learners to develop the various skills that they will need in the workplace and in society. The twenty-first century skillset consists of three distinct sets of abilities (Trilling & Fadel, 2009): (1) learning and innovation skills, (2) digital literacy skills, and (3) life and career skills, those skills will be explain below.

1.7.1.1. Learning and Innovative Skills

The first main skills are classified by Trilling & Fadel (2009, p. 49) into; critical thinking and problem-solving, communication and collaboration, and creativity and innovation.

- 1) Critical thinking skill is refers to the ability of the learners being to analyze complex problems. These are a set of skills that are in high demand in the midst of a high-tech pace that provides a wealth of information. Following the richness of information, Learners are expected to analyze and evaluate evidence, statements, makes a claim, and opinions effectively. They should also be possible to analyze and evaluate perspectives, synthesize and correlate information and arguments, interpret conclusions deals with the analysis, critically reflect on experiential learning, and identify and start questioning important questions that clarify multiple perspectives (Trilling & Fadel, 2009, p. 49).
- 2) Communication and collaboration skills refer to learners' capacity to organize and effectively express their thoughts, information, and observations throughout several media. Meanwhile, collaboration skills refer to the ability of learners to work together in solving problems. When students are engaged in social interaction, these skills are the most effective in constructing understanding (Lian, 2011, p. 8). Social interactions are formed through effective communication and collaboration, and they help students work in groups. Learners should be able to communicate effectively in a variety of contexts, use communication for a variety of purposes, work efficiently and respectfully with various teams, demonstrate flexibility and

willingness to help make significant adjustments to achieve goals, and be responsible for collaborative work in order to develop good communication and collaboration skills (Trilling & Fadel, 2009, p. 49).

- 3) Creativity and innovation skills refer to the learners' capacity to generate and produce feedback to complicated issues or tasks through synthesizing, analyzing, and then combining or presenting in fresh and effective ways. Living in a fast-paced environment characterized by technological advancement presented people with the challenge of adapting quickly through new ways of learning, working, and communicating. Being creative and innovative are two ways to overcome obstacles (Trilling & Fadel, 2009, p. 57). There are numerous ways to develop students' creativity and innovations, including developing, adapting, and evaluating ideas to strengthen and maximize creative efforts, to successfully create and communicate new ideas to others, to be open and responsive to new and different ideas, to incorporate group thoughts and recommendations into work, and to consider failure as a chance to learn.

1.7.1.2. Digital Literacy Skills

Online information is widely available in the twenty-first century. People in the high-tech century were required to use technology in their daily activities. The Internet has made human existence increasingly interconnected and rely on digital technology. Ever more classroom activities are now computer-based, taking use of the ease afforded by the World Wide Web. Using technology as a learning tool guarantees that learners can manage their learning and develop products by utilizing appropriate information and communication technologies.

As a result, it has become necessary for learners to gain knowledge and skills in order to harness the potential of digital technology. A wealth of knowledge, in addition to technology, has evolved in the 21st century.

With all that strength is derived the need to develop the skills required to manage massive amounts of information, media, and technology. Digital literacy made up of three key components (Trilling & Fadel, 2009, p. 64): Information Literacy (IL), Information and Communication Technology (ICT), and Media Literacy (ML), to define depth about those components, the table below will clearly displayed it.

Table 1.1 The components of digital literacy

Component	Definition	Example
Information Literacy (IL)	Capability to comprehend when information is required and to seek, assess, and apply that information in an effective and ethical manner.	Looking for information on the Internet or from other sources (e.g., newspaper, book, television, YouTube)
Information and Communication Technology (ICT)	Capability to access, handles, integrate, assess, and produce information using digital technologies, communication tools, and/or networks.	Using MS Excel to generate charts or histograms from a piece of data.
Media Literacy (ML)	Capable of decoding, evaluating, analyzing, and producing print and electronic material.	Making a recording and modifying a music file.

1.7.1.3. Life and Career Skills

Nowadays, life and career need more than just critical thinking abilities. Flexibility and adaptation, initiative and self-direction, social and cross-cultural abilities, productivity and accountability, as well as leadership and responsibility skills are required in this 21st century for having a successful life and career (Trilling & Fadel, 2009, p. 73).

- 1) Flexibility and adaptability skills are now required qualities to deal with this life-changing event. According to Trilling and Fadel (2009, p. 77), learners are expected to adapt to a variety of tasks, work assignments, timetables, and situations, successfully implement feedback, deal optimistically with positive and negative comments, understand, start negotiating, and balance various perspectives and viewpoints in order to find appropriate solution, particularly in multi-cultural environments.
- 2) Initiative and self direction skills are the preferred method by which we pass or get things done. Trilling and Fadel (2009, p. 78) asserts that time, goals, project plans, workload, and just-in-time learning must all be handled and controlled by the learner. Numerous ways are possible in accordance with self-directed and initiative skills, such as setting goals, utilizing time and managing workload efficiently, monitoring, defining, prioritizing, and completing tasks without direct oversight, exceeding basic mastery of skills to explore and expand one's own learning and opportunities to gain expertise, demonstrating initiative to advance skill levels toward a professional level, demonstrating commitment to learning as a lifelong process, reflecting critically on past experiences in order to inform future advancement (Trilling & Fadel, 2009, p. 79).
- 3) Social and cross cultural skills are refers to how effectively learners learn in groups when they participate, engage with others, and get feedback (Lian, 2011, p. 8). In order to work in a group effectively, Trilling and Fadel (Trilling & Fadel, 2009, p. 81) suggested that learners should be able to know when to listen and when to speak, manage themselves in a respectable manner, respect different cultures, and work effectively with individuals from diverse backgrounds in society and culture, learners should be open-minded in reacting to various ideas, harness social and cultural differences to create innovations and improve creativity and quality of work
- 4) Productivity and accountability skills are related to the learner's requirement to efficiently manage their time, encourage multitasking, participate actively

in particular activities, cooperate successfully with teams, and prioritize their work in order to reach their goal (Trilling & Fadel, 2009, p. 84).

- 5) Leadership and responsibility skills are necessary skill to achieve or get the work done. They ought to be responsible as a team to solve the problem in achieving their team goal. In addition, leadership skills will help the students to guide their works for getting done. Team responsibility, individual leadership, coordination among team members, and overall team collaboration toward an objective are all critical abilities that learners must have (Trilling & Fadel, 2009). Many abilities are conceivable, such as using interpersonal and problem-solving skills to influence and direct people to the objective, respecting others' ideas in order to reach a common objective, inspiring others by example and selflessness to achieve their best, and demonstrating integrity and moral behavior (Trilling & Fadel, 2009, p. 85)

1.7.2. 21st Century Language Learning

Education is critical in engaging learners to become global and responsible citizens, as well as to face the problems of life in a highly mobilized and technologically driven world (Castells, 2010). Giving learners the skills they need to thrive in this new environment, as well as assisting them in gaining the confidence to exercise those abilities, is central to 21st century learning. Because there is so much information accessible to them, 21st century skills focus on making sense of it, sharing it, and utilizing it intelligently. Nowadays, language learning should include 21st-century skills in order to prepare learners to face challenges. Learning another language is one of several options for assisting a person dealing with a global issue (Eaton, 2010, p. 7). There are numerous methods for learning English.

Rapid technology growth characterizes the twenty-first century; this high-tech century provided learners and teachers with the opportunity

to learn the language effectively and easily. In the twenty-first century, technology becomes a part of everyday life which the learners are easy to access and learn the language (Eaton, 2010, p. 8). Therefore, learning English cannot step away from our life.

New and different views of the learner have grown, characterizing 21st-century learners as a learner who are highly autonomous and adept at using technology. Bull & Gilbert (2012) said that principles of the need for learners in the twenty-first century claim that existing traditional education institutions must improve as a consequence of the information economy and a push to maximize the economic potential of human resources. They claim that the present model of schools does not fulfill the educational needs of current learners and there is a need to move to a learning model of the 21st century to meet learners of the 21st century.

Language learning is intimately connected to information and communication technologies (ICT). In the twenty-first century, ICT becomes a part of everyday activities, and it is important to underline that (digital) immigrant educators incorporate and seek to integrate technology in regular learning and teaching (Maqbulin, 2020). Adapted from Kanokpermpoon (2015), there is way to blend technology into a language learning which converging and leading us to new model of learning for living in the 21st century:

Table 1.2 Technology for blended language learning

Technology Types	Language Learning with Blended Skills
Offline tools	
Electronic devices	Searching abilities
	Practicing pronunciation
Word processing software (Word processors and PowerPoint)	Writing skills and editing skills
	Research skills
	Management of file
Interactive whiteboards	Interactive presentation skills
Online tools	
Computer-mediated communication (e.g. email, chats and messaging)	Interpersonal communication skills
	Presenting data
	Analytical and critical thinking skills
	Writing and editing skills

World wide web (e.g. web browsers, search engines, or web-quests)	Genuine learning experience
	Abilities in research
	Skills of organizing
	Analytical and critical thinking skills
	Ability to summarize and evaluate
Web 2.0 technology (e.g. blogs, wikis, podcasts, digital portfolios, social networking)	Genuine learning experience
	Interpersonal communication skills
	Abilities in research
	Skills of organizing
	Ability to summarize and evaluate

As can be shown in Table 1.2, teachers can choose between using online and offline technologies in their language teaching and learning. If learners wish to use technology to improve fundamental language skills such as reading comprehension, writing and editing skills, pronunciation, and presenting skills, they can do so in offline mode. For more advanced language abilities such as critical and analytical thinking skills, assessment skills, and so on, learners and teachers may need to adapt digital media in their language education. Learners in the 21st century indicate that they can perform well in learning using any type of technology. As a result, language teachers must use technology into their language learning and teaching. Learners must also be prepared to stamp themselves with 21st-century skills.

1.7.3. EFL (English as a Foreign Language)

EFL stands for English as a Foreign Language; it describes circumstances in which learners were studying English in order to utilize it with any other English speakers in the globe - for example, whether the learners were tourists or business people (Harmer, 2007: 19). English is often taught as a foreign language in Indonesia, because EFL refers to the teaching and study of English in countries where English is not the native language. EFL is created for learners during specified times or activities. When our learners use English for worldwide communication, particularly

on the internet, they become members of a global target-language community. They are ready to connect in the future by using English as a global language.

A foreign language is one that is not utilized as a means of communication in the nation where it is taught. Foreign languages are often taught as a single subject in school, with the purpose of communicating as well as mastering four core language skills such as writing, reading, speaking, and listening within specified limitations. English is an universal language that conveys a great deal of information, having “a working knowledge of English” becomes a requirement for Indonesians who want to participate in international communication and improve their “global literacy” (Hart, 2002, p. 35), and to share values with other countries.

The English language is not widely utilized in daily life in Indonesia. The society or Indonesian learners have no control over the standing of English as a foreign language for the Indonesian people. In this case, many college learners have difficulties in communicating by using the English language. Learners consider it a difficult language to learn for several reasons, for example; verbal English sound system that looks very different from the sign writing. This is different from Indonesian verbal sound which is similarly with its writing signs.

EFL is designed for learners at a specific point in time or for a specific event. Our learners become members of a worldwide target-language community when they utilize English for international communication, particularly on the internet. They are prepared to converse using English as a world language in the future. Since English really has a powerful effect in daily life, it is essential to start learning it at an early age. English books and other study tools are now accessible. In this age of globalization, English is widely utilized in education and technology and it has a tremendous effect on the growth of the country.

In essence, future education would be integrated with advanced instruments to improve the quality of English learning. It is also a response to the generation's preparation for the globalization age. As a result, a suitable strategy that is in line with the twenty-first century or technology area should have met the needs of the learner in order to achieve the EFL objectives.

1.7.4. The Nature of Listening

This part of the nature of listening will explain in this sub chapter the definition of listening, significance of listening, type of listening, stage of listening, and difficulties of listening, as follows.

1.7.4.1. Listening Skill

The term "listening" has several meanings. Listening is an ability that is similar to hearing, but it has a different process. The ability to listen is at the heart of language learning. Listening is one of the four fundamental language abilities in English, along with reading, writing, and speaking. Kurita (2012) stated that listening is a vital language skill to acquire, because according to Richard (2002, p. 238), it gives the learner information. Listening comprehension is important in language learning because it influences how well learners can communicate and learn from others (Rost, 2011). It means that the learners have knowledge from listening that allows them to prepare before having a discussion. In other words, listening becomes a more crucial ability in the classroom of a foreign language. Listening input allows learners to gain knowledge and understanding of the language.

Listening is a creative talent, according to Rivers in Hasyuni (2006, p. 8). It implies that we sense the sound that falls on our ears and generate significance from the raw material of words, word groupings, and the rise and fall of the voice. Listening is a complex problem-solving skill that involves more than just hearing noises. Understanding key language abilities is required for listening. It is a media through which children, adolescents, and adults receive a significant portion of their information, understanding of the world and social issues, ideas, value system, and appreciation. Listeners must contend with the sender's word choice, structure, and delivery pace.

Furthermore, Russel argued that listening competence involves hearing with comprehension, concentration, and enjoyment (Hasyuni,

2006). As a result, the listening activity necessitates the integration of language abilities such as pronunciation, vocabulary understanding, writing, speaking, and reading. The ability to pay attention to or hear something is referred to as listening capacity. The brain does not automatically translate the words spoken into the message being transmitted while listening. In agreement with the above statement, Nunan (2003, p. 24) also stated that "Listening is a purposeful, active process of making sense of what we hear." That is, we must interpret what we hear; hence, listening is an active skill.

As a consequence, listening may be defined as the ability to detect and interpret what others are saying. It is also a complicated action, and we can help children grasp what they hear by activating past knowledge. Listening is an active activity since it involves more than simply hearing; it involves a number of processes. The process of determining the meaning and message of a sound is known as listening.

1.7.4.2. Significance of Listening

According to Brown (1990, p. 148) listening is one of the methods to obtain information, thus learners should acquire the listening skill to assist them grasp the language. That is why listening is a vital skill for learners to have, especially throughout the teaching and learning process. One of the most fundamental language abilities is listening. Listening is an important element of communication since it allows us to communicate our ideas with others. In ordinary life, the most often employed language skill is listening. This ability also contributes to the expansion of other English abilities, such as speaking, writing, and reading.

The importance of listening is acknowledged by Brown (Brown H. D., 2001) who stated that "Listening is the most important component of language learning and teaching because learners are exposed more than they talk in the classroom." As a result, listening is essential for language

learning since it provides the auditory information that serves as the foundation for language acquisition and allows learners to partake in spoken discourse. Listening is the first communication skill that children acquire.

Listening, as an input skill, is critical in students' language development. Krashen (2002) contends that Humans learn to talk through absorbing the linguistic information that is presented to them. Thus, language learning is mostly performed through the receiving of intelligible input, and listening ability is an important component in getting understandable language input. Given the significance of listening in language acquisition and instruction, language teachers must help learners develop as competent listeners.

1.7.4.3. Type of Listening

There are six different types of listening by Michael Rost (2011), which are: autonomous listening, intensive listening, extensive listening, selective listening, interactive listening, and responsive listening. The explanation of each type will be explained as follows:

- 1) Autonomous listening is defined as listening without being directly supervised by an educator. The learner is in charge of input selection, task completion, and evaluation.
- 2) Intensive listening involves paying close attention to specific sounds, words, phrases, grammatical units, and pragmatic units.
- 3) Extensive listening is characterized as listening for an extended period of time while focusing on meaning.
- 4) Selective listening encourages learners to approach authentic spoken texts by focusing on specific facts rather than attempting to understand and retain everything.
- 5) Interactive listening is a type of listening that is associated with collaborative conversation. Collaborative conversation, in which

learners engage with one another or with native speakers, has been identified as a critical method of language acquisition.

- 6) Responsive listening is a type of listening practice in which the goal of the activity is the listener's response.

1.7.4.4. Stage of Listening

There are some stages to be applied in listening in order to have an effective listening process. Nunan (2001) mentioned that listening is a six-stage process that includes:

- 1) Hearing is the sense of sound, but it does not need paying attention; you must hear to listen, but you do not have to listen to hear.
- 2) Attending or paying attention; refers to a decision on which our brain focuses. The brain filters out inputs, allowing just a handful to become clear.
- 3) Understanding requires comprehending what we've heard and interpreting symbols we've seen and heard.
- 4) Remembering; is an important listening process since it implies that an individual has added the message to the mind's storage bank, signaling that the knowledge will be remembered in our brains, in addition to receiving and understanding it.
- 5) Evaluating; is the listener's action of evaluating the message that has been received. At this step, active listeners assess evidence, differentiate fact from opinion, and identify the presence or absence of bias or prejudice in a communication.
- 6) Responding; a step in which the speaker decides if the message was adequately heard based on the answer.

1.7.4.5. Difficulties of Listening

Numerous learners found it difficult to listen since listening entails a variety of processes. Learners should understand the meaning of the sounds' words and provide interpretations based on what they hear. Graham (2011) states that, listening is challenging for EFL learners and they feel difficult to make a progress in this skill.

Listening is crucial in conversation since it determines the success of communication. Of course, effective listening abilities can provide listeners with useful information and have a significant impact on other English language skills. Despite its importance, Graham claims that EFL learners frequently perceive listening as the hardest language skill to master. The learners also have challenges while training their listening skills, such as translating longer oral messages; while they recognize them separately, they struggle to put them together to accomplish the entire sequence. Furthermore, they also have difficulties to write and identify the keywords, so they cannot understand what the crucial information, while the key words are repeated

Adapted from Brown and Yule (1983) in Ayuningtyas (2019, p. 9) suggests that there are four cluster of factor which can affect the difficulty of listening:

- 1) The speaker: it refers to the number of people, the speed with which they speak, and the type of accent they have.
- 2) The listener: it relates to the listener's role—whether active or passive, the amount of reaction required, and the individual's interest in the issue.
- 3) The content: Vocabulary, grammar, information structure, and general knowledge are all covered.
- 4) Support: this refers to whether the key is accompanied by images, diagrams, or other visual assistance or not.

The speaker, listener, content and support can cause difficulties in listening. Because of their difficulties, the majority of English learners believe that listening is the most challenging element in English. It is challenging for language learners to have high listening comprehension because when they listen, they must recognize what they hear and reply with their own language. Aside from that, there are numerous other elements that contribute to listening difficulties, such as a lack of interaction in English, a large number of learners, an ineffective technique, and many others. Even though listening is considered a difficult English skill, it plays an important part in communication since mastering it enables people to convert recorded messages into actual speech.

As a consequence, even if it is tough for certain EFL learners, they should practice listening skills. As a result, the learning strategies are need/ed to be employed by the learners to assist them in overcoming listening challenges.

1.7.5. Language Learning Strategies

Learning strategies are a vital feature of language acquisition. A language learning strategy is a set of steps taken by learners to achieve their learning objectives (Chang & Liu, 2013); (Hardan, 2013). Zakaria et al (2017) added that learners utilize a variety of language learning strategies to guide themselves with their learning. According to Oxford (1990), as cited in Yang (2009, p. 134), learners recognize learning strategies as distinct activities that make learning more effective, quicker, pleasurable, more self-directed, more successful, and more acceptable to certain other contexts. Foreign language learning strategies in general and listening skills in specific, are definitely effective. Learners can apply learning strategies to respond to learning circumstances and regulate their learning in a way that is appropriate and acceptable, allowing them to become autonomous foreign language learners which take greater responsibility for their own learning.

1.7.6. Autonomous Learning Listening Skill

One of the characteristics of successful language learners has been identified as high autonomy. It was proved by several previous researches such as Benson (2013), Inayati (2015), and Wong & Nunan (2011). Based on those researchers, autonomous language learning is a learning style of language learning that emphasizes the learners' independence and actively seeking out and connecting through enriched learning resources outside of the formal classroom. According to Inayati (2015), learners' independence entails their responsibility to consider the learning strategies and resources that best fit them in order to obtain the best learning results without explicit instruction from educators. She also admits that autonomy is a

hugely important approach for college students since it allows them to better plan their learning efforts in order to achieve their learning objectives.

The term autonomous listening, on the other hand, refers to individual listening without the proper command of an educator (Rost, 2011, p. 200). As a result, autonomous listening is a self-directed listening practice where learners choose what and how to study, get evaluation on their comprehension, respond to the situation that they prefer, and track their own improvement. It is because autonomous learning implies to the learner's responsibility of their learning process.

There are some characteristics of autonomous learners itself adapted from three different references, which are Chan (2001), Zhuang (2010), and Aisyah, Waloyo, & Rifai (2020). From those three researches, it can be concluded that there are six characteristics of autonomous learners:

- 1) Setting learning goals
- 2) Setting learning strategies/ method
- 3) Selecting relevant resources and content
- 4) Monitoring the learning process
- 5) Reflection on learning
- 6) Assessing and evaluating learning achievement

Those characteristics were used to detect the autonomous learners by checking them whether or not they have the characteristics mentioned.

1.7.7. EFL Learners' Autonomous Listening Strategies in 21st Century

As a response to globalization, in the field of learning and teaching English as foreign language in Indonesia the issue of learning autonomy is indeed worth considering. Autonomy is connected with metacognitive strategies such as considering about the learning process, preparing for learning, monitoring the instructional activities, and self-evaluation (Bandaranaike & Willison, 2017). Autonomy is founded on the idea that learners are in responsibility of their own decision-making procedures,

they are much more probably to be excited about learning and it becomes more focused and meaningful. According to Kaur (2013, p. 10), the main purpose of education is to create lifelong learners who are able to learn autonomously. In language learning, autonomy indicates that learners control their own learning (Benson, 2001). In addition, Alghamdi (2016, p. 61) stated that learner autonomy describes learners' willingness to design goals, choose content, reflect, plan, and assess their learning.

Taking personal responsibility for one's own learning requires critical self-reflection, which contributes to individual initiative for workplace autonomy. Autonomy in language learning is a creative solution that must be carefully considered in implementation. Bandaranaike & Willison (2017) utilized variable separation to determine the core elements of Learner Autonomy, which are motivation (to take on a role and work autonomously), adaptation (dealing with obstacles and stressful conditions), communication (articulation, targeted bargaining), and supervision (instructor guidance).

Moreover, in learning listening, the autonomous learning has significant role in the successful of learners' achievement. Autonomous listening extends to independent listening, which is simply learning without an instructor's direct guidance. The learners play a big role through a variety of listening and learning strategies in the progress of their learning within the autonomous listening system. Autonomous listening is refers to responsibility to learn listening skill. It is essential to build since it gives long-term strategies for the learner's present and future learning. According to Benson and Vellor, as described in Mehdiyev (2020), autonomy may be used to predict a learner's academic achievement. Furthermore, Yi-bo (2015) discovered that autonomous listening plays an important role in language learning. As a result, autonomous listening is critical for increasing the learner's consciousness of comprehending the sound and interpretation from spoken language presented.

Nowadays was known as digital era, where the technology was provides a lot of learning tools. The newest technological inventions proliferated around the world was refer to mobile devices such as laptop, smartphone, and tablet. This devices supports to empowering autonomous learner since it was easy to be used outside classroom and everywhere. It relevance with Fatimah and Santiana (2017) which claimed that the 21st century learning is not just restricted to classrooms but also allows learners to be responsible for their own learning by the use of various types of technology such as mobile tools.

Such technologies assist individuals in obtaining information, collaborating, and carrying out listening learning tasks. As a vital skill in communication which needs learners to distinguish the sounds of spoken expressions and turn them into words and phrases, Gangaiamaran and Pasupathi (2017) stated that learning through mobile tools resulted a better acquired for listening skills. This procedure is simple to carry out using a variety of programs available on mobile devices, such as a podcast, music player, movie player, and so on. It facilitates learners in a number of ways, including ease of use, simplicity, authenticity, functionality, and pleasure. Listening through mobile applications enables learners to access authentic listening materials and be exposed to a variety of sounds because of the richness of listening sources available on the internet and quickly accessible. This device allow the learners to access such authentic listening material or installing listening application in order to build up their consciousness, creativity and responsible for their listening learning autonomously in the 21st century.

Only success strategies must be taught and practiced in the 21st century. Research on successful listeners who have achieved and are making development in their listening capacity might reveal success strategies (Vandergrift, 2007). There is broad agreement on the types of strategies that are frequently associated with successful listening in Rost's (2011, p. 202) studies of strategy training. Five generally recognised successful autonomous listening strategies are: trying to predict information and prior knowledge to listening, inferring from incomplete information based on prior knowledge, monitoring one's own listening processes

and successful implementation while listening, clarifying aspects of misunderstanding, and responding to what one has understood.

Meanwhile, Wilson (2008, p. 25) points out that there are three types of autonomous listening strategies: cognitive, metacognitive, and socio-affective. Cognitive strategies are the strategies individuals use to accomplish a certain goal. A learner, for example, may conduct preliminary research on the subject in predicting content. Then there are metacognitive processes which related with learning in general and typically provide long-term advantages. As an example, learners may decide to listen to a BBC program once a week as part of a strategy to improve their listening abilities. Furthermore, socio-affective strategies are engaged with how learners communicate with one another as well as their active learning. They may, for example, decide to practice listening with another learner in order to increase confidence, and they may even choose to reward themselves with a doughnut when they complete a task in the target language effectively.

Good listeners use numerous strategies together and in line with the work at hand. They may regularly listen to a radio program (metacognitive), write notes on the key points (cognitive), and then gather with fellow students in the cafeteria (for their dessert) and tell them anything at all about what they just listened to (socio-affective). Those strategies will assist the researcher in determining the needs of learners in listening skills autonomously in the twenty-first century.

1.8 Previous Research

In this part, the researcher describes the previous research which relevant to this research. Some studies have been conducted and have relevance investigation with this research understudy. All aforementioned studies investigated the research which relevance with the EFL listening autonomous learning strategies in the 21st century.

The first previous research written by Elekaei, Famarzi, & Tabrizi (2016), this research examined the connection among autonomy, critical

thinking skill, and listening comprehension ability in Iranian EFL learners, as well as the influence of autonomy degree on listening comprehension ability. Their findings revealed a considerable beneficial association between autonomy and learners' critical thinking abilities. In addition, learners with high logical thinking abilities had a high potential for listening comprehension.

The second previous research analyzed by Bandaranaike & Willison (2017), about the profile of potential lifelong learner is self-regulation and self-determined behaviors of a lifelong learner. This research aims were to first build and apply a model to form reflective learners, and then to discover Learner Autonomy components. According to their results, motivation, flexibility, and communication skills, as well as good supervision, have an important influence in the development of autonomy. This research thinks that in the twenty-first century, understanding and exercising Learner Autonomy is critical for future career.

The third previous research written by Jing (2016), its research seeks to confirm the efficiency of autonomous learning in college English classroom, with the goal of providing direction to both instructors and learners. The research demonstrates some deep insights into the listening process as well as sheds some light on the modification of listening training approaches. College English professors may assist learners' nurture autonomous learning in English listening teaching by providing listening activities in English listening class and helping learners to grasp certain effective strategies.

The forth previous study conducted by Chamorro (2015), this intends to illustrate the influence of autonomous learning upon that development of foreign language learners in listening skills. Their findings demonstrated that teachers must promote autonomous learning in their students' listening skills by providing them with the required tools that take their needs and interests into consideration. Furthermore, this research reveals that the use of

podcasts is a strong source of input that assists learners with a lack of exposure to the second language listening skill.

The fifth previous research conducted by Zulaihah & Harida (2017). The abilities of ten learners in autonomous learning were investigated in this research. The successful nontraditional learners did not fully utilize and acknowledge their capability to handle emotion, prepare learning, select content and strategy for autonomous learning, and recognize-monitor-reflect-evaluate the autonomous learning pattern. It implies that successful nontraditional learners were not fully aware of and utilized the method during their autonomous study. The report's findings indicated a fundamental definition of successful nontraditional English Education studies program. It did not provide a detailed description of how the successful nontraditional learners used the independent learning technique to gain specific English abilities.

The sixth previous research designed by Yi-bo (2015), it seeks to investigate the current situation of autonomous listening capacity in college students, the gender differences, and the connection between CET-4 listening achievement and autonomous listening ability. The research's findings suggest that college learners' ability to listen autonomously should be encouraged. Furthermore, there is no significant gender difference in autonomous listening capacity among college students, and there is a strong positive relation between autonomous listening ability and CET-4 Listening score, specifically the component of implementation of a strategy. As a result, EFL learners should increase their capability to employ strategies in English listening in addition to enhancing their autonomy in English listening learning.

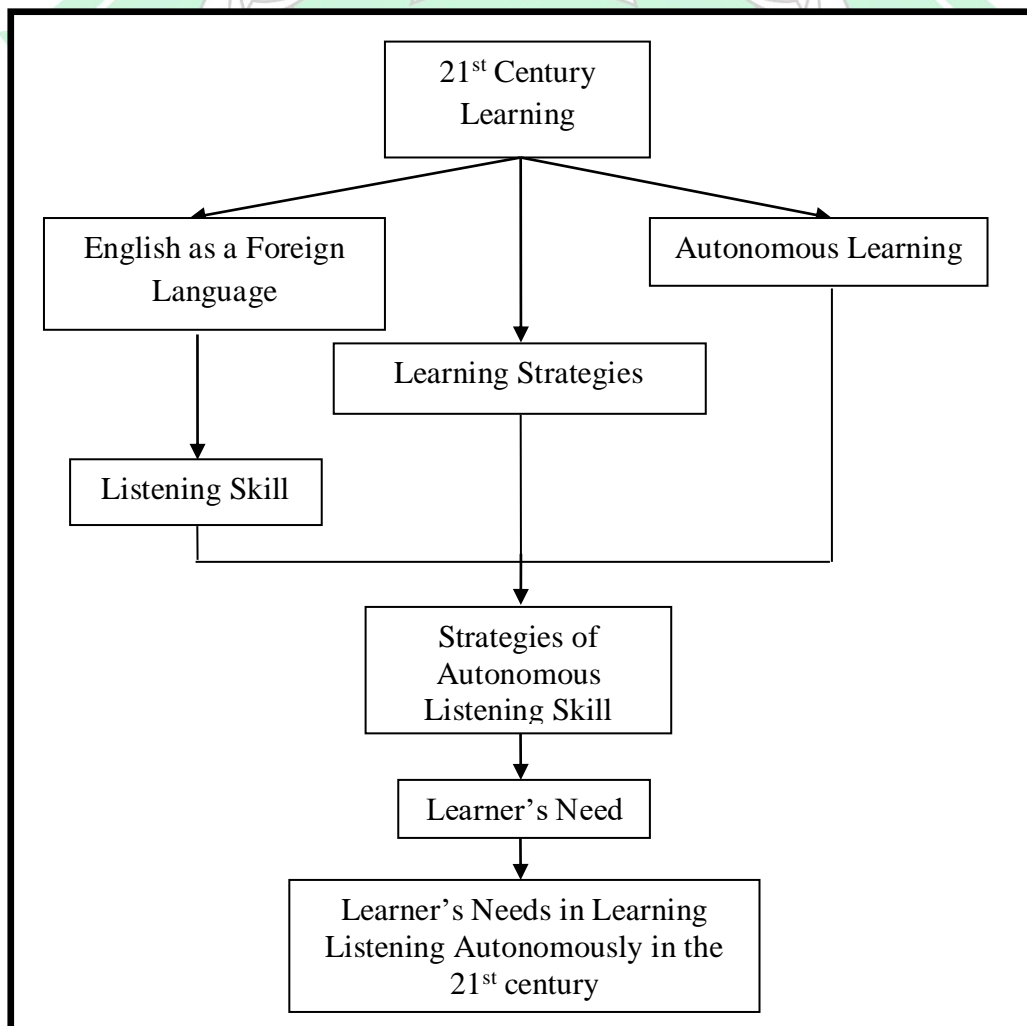
The seventh previous research was written by Koc & Koc (2016), their research objective is to determine how much metacognitive, cognitive, and social techniques contribute to learner autonomy. The findings demonstrate that learners utilized more ways to identify the meanings of new words, inferred the meanings of words from provided contexts, and questioned their classmates for clarification of meaning. As a result, it is indicated that autonomy is influenced not only by different learning strategies, but also by socio-cultural aspects.

Those previous researches that had been discussed by the researcher have similarity with the topic understudy which is autonomous learning. Those researches have shown different findings. From many previous researches, it is rarely mentioned about the strategies of autonomous learners in learning listening in the 21st century and it needs in specific way. Furthermore, there is no research that mentions in specifically what strategies that autonomous learners should applied in the 21st century while addressing learner's needs in applying that autonomous learning listening strategies in this research.

1.9 Frame of Thought

The researcher demonstrates the frame of thought in this research by displaying the figure below:

Figure 1.1 Frame of thought



Fundamental ideas of the researcher in conducting this research start from 21st century learning. Then, the researcher focuses on the strategies of autonomous listening skill strategies. After that, the researcher keeps the focus only with the of autonomous EFL learners in their listening skill. The researcher tries to explore them about how their can applied their autonomy in learning listening's strategies. The last, as the result the researcher provide detail information regarding the need in applying strategies of EFL learners in learning listening skill autonomously in 21st century.

1.10 Research Method

In this part, the researcher presents some explanation of research design, source and types of data, data collection, and data analysis, those were discussed below:

1.10.1. Research Design

This research used qualitative or intentionally a case study. Generally, qualitative is based on a phenomenon, as it claimed by Dawson (2009, p. 14) that qualitative research looks into people's behaviors and experiences through methods such as interviews and focus groups. To investigate this phenomenon from the perspective of education learners, a qualitative research study is required (Creswell J. W., 2012). A case study is typically designed to generate detailed descriptions of a phenomenon, develop possible explanations for it, or evaluate the phenomenon (Gall, Gall, & Borg, 2003). According to the statement, a case study serves three purposes: description, explanation, and evaluation. The researcher attempts to describe and conceptualize a phenomenon in a case study whose purpose is description. If the purpose of the case study is to explain something, the researcher should explain the phenomenon that was researched. While the purpose of a case study is to evaluate, the researcher evaluates the phenomena under study.

This qualitative research is concerned with the process of using autonomous learning to achieve successful language learning. As a result, in this research, the type of qualitative design used to conduct the research is referred to as a qualitative case study. In a case study, Gall, et al., (2003, p. 439) stated that the researcher makes judgments and may start writing long and complex descriptions of the phenomenon under investigation in order to identify the key constructs, themes, and patterns. Regarding to Ary, et al., (2010, p. 454), case studies can provide descriptive answers to 'what happened' questions or attempt to explain why something happened by examining the process. This case study focuses on the learner's learning experience while practicing listening skills using autonomous learning. As a result, the case study is chosen to approach the data not because of the number of subjects involved, but because of the actions of the learners when learning listening autonomously by applying the strategies to become effective listening learners and leading them to success.

In addition to the case study, the researcher conducted a critical literature review. The researcher combined a critical literature review with a qualitative case study. Critical literature review and case study can be used in combination because critical literature review is a research design for discovering data with high trustworthiness, whereas case study can be evidence of any data obtained from critical literature reviews (Broekkamp & Hout-Wolters, 2008). It demonstrates that it allows the researcher to conduct this research by combining those two qualitative research methods.

As a result, the researcher used both a critical literature review and a case study of qualitative research to examine how EFL learners learn listening skills autonomously in the English department of a university understudy. To select respondents, the researcher uses two types of instruments: a critical literature review and an interview with a questionnaire.

1.10.2. Steps of the Research

To answer the research questions, the researcher applied several steps in the current research. The steps were adapted from Creswell (2012) and Fraenkel (2012) and also some additional steps used in this research:

1.10.2.1. Identification of the Phenomenon

Typically, before the research can begin, the researcher analyzes the specific phenomenon in which she is interested. In addition, the topics are chosen by the researcher based on her prior experience, observations in research settings, and readings on the subject. The researcher will analyze the EFL learner's profile in autonomously learning listening skills.

1.10.2.2. Reviewing the Literature

The researcher conducts a literature review to identify important information relevant to the study and to write an answer to research question number one. Reviewing the literature entails locating summaries, books, journals, and other publications and selecting which literature to include in the researcher review; and then summarizing and criticizing the literature in a written report known as a critical literature review. The primary goal of a critical literature review is to critically evaluate and improve the existing state of knowledge on the topic under consideration in order to identify information gaps that new research may attempt to fill (Nashruddin & Mustaqimah, 2020). In other words, this leads to the development and advancement of the theory, the closure of research gaps, and the identification of areas where previous research was lacking.

1.10.2.3. Specifying the Purpose of the Research

The main focus of the research, the respondents of the research, and the location or site of the research are all included in the research purpose statement. The present study focused on the experience of the autonomous learner in their listening skills. The respondents in this study are those who will be interviewed and will be able to provide a

key information for the research question, which the EFL autonomous learners in the university understudy. The research was carried out at Cirebon, Indonesia's only public university.

1.10.2.4. Collecting the Data

Collecting data involves determining and selecting individuals for a research, obtaining their permission to study them, and gathering information by asking questions or observing their behaviors. In most cases, interviews and questionnaires are used to collect data in current research. The researcher frequently documented the recording or writing of text from respondents.

To back up the observation, the researcher conducted interviews and distributed questionnaires to respondents in order to learn more about the interesting phenomenon of this research.

1.10.2.5. Analyzing the Data

In qualitative research, data analysis commonly involves gathering information from various sources, such as interview transcripts or questionnaire scripts, in order to create a coherent description of what the researcher has observed. In current research, data are analyzed by reviewing and reviewing data (interviews and questionnaires) to identify themes and patterns that emerge.

1.10.2.6. Interpreting the Data and Draws the Conclusion

The interpretations go through the process of research; through the data performed, the researcher typically draws conclusions from the analysis. The researcher summarizes and explains the themes and patterns or result in narrative form. Interpretation may also involve discussion of how the findings from this research relate to findings from past researches in this area. After all, the researcher drawing conclusions about it; representing it such as in tables, figures, or pictures to summarize it; and explaining the conclusions in words to provide answers to the research questions.

1.10.3. Instrument of the Research

As cited Lincoln and Guba (in Romadhon, 2019) stated that the instrument of qualitative research is the researcher itself. The researcher plays critical roles in determining the research method, collecting data, and analyzing the data. Other tools that may be useful in conducting this research include a critical literature review and an interview transcript, among others. In conducting this research, the respondents' answers or opinions were used, with the interview transcription and documentation serving as real evidence. Taking notes was used to convert verbal language from audio recordings and interviews into written form for this research.

1.10.4. Source and Type of Data

In this part, the researcher presents some explanation related to the source and type of the data, which are considered to be able to provide information about the information needed by researchers in their research, those were described below:

1.10.4.1. Source of Data

Data source are also called subject and object of the research. The source of data is the data that researcher could obtain to gain the necessary information of the research. Object of the research is the place where the process is done to collect the data in order to get problem solving. The researcher conduct the research focused in ELT Department at the only one public university in Cirebon. The reason why the researcher chooses that university is because of ELT Department becomes one of favorite major of the chosen university.

The researcher wants to research the EFL learners in their listening skill which specifically in their autonomous learning in 21st century. Subject of this study is autonomous learners in ELT Department; it is because those learners in ELT Department have experienced in listening skill and have been passed material in the earlier semester.

Another way to obtain the data sources used in this researcher is library research. Nowadays, the emergence of the internet makes it easier for researchers to obtain sources from various databases. As a result, literature searches are conducted using computers and electronic databases. There are numerous potential databases for the literature (Nashruddin & Mustaqimah, 2020):

Table 1.3 Electronic database and search engine for literature collection

Resources		Web Addresses
Search engine	Google	http://www.google.com
	Google Scholar	http://www.scholar.google.com
	Microsoft Bing	http://www.bing.com
International electronic source of data base	ERIC	https://www.eric.ed.gov
	Taylor & Francis	https://www.tandfonline.com/
	Research Gate	https://www.researchgate.net/
	Academia	https://www.academia.edu
	SAGE Knowledge	https://sk.sagepub.com
	Science Direct	https://www.sciencedirect.com
	Libgen	https://Libgen.nl
Indonesia electronic source of data base	Perpustakaan Nasional (Perpusnas)	http://e-resources.perpusnas.go.id
	Indonesian Publication Index (IPI)	http://id.portalgaruda.org/
	Science and Technology Index (SINTA)	http://sinta.ristekbrin.go.id/

Rich data or literature from electronic databases will be difficult to find in some journals and articles. As a result, the researcher must use keywords to locate relevant journals and articles. Most importantly, attempting to effectively search the literature began with current research to determine the current and new perspectives of the required field of literature (Galvan, 2017, p. 25), but with more open-mindedness to cross different fields and see what can be learned from them.

1.10.4.2. Type of Data

Another aspect of qualitative data collection is to identify the types of data that addressed the research questions. In consideration to allowing the researcher to form parameters through the larger data sets that observed, the researcher took two types of the data.

1.10.4.2.1. Primary Data

According to Romadhon (2019), primary data is a main source, which the researcher takes directly from the research context related field. The data collection comes from interview. Primary data source are those which are collected a fresh and for the first time, and thus happen to be original. In the current research, the primary data that the researcher used are the autonomous learners of English Department who were selected based on the results of filling out the questionnaire. Then, the selected ones are interviewed in depth.

1.10.4.2.2. Secondary Data

Secondary data refers to data which is already available; it refers to information that has already been collected and analyzed by someone else. According to Romadhon (2019), secondary data is the type of data that supporting the primary data. This is additional data that takes from journal, book and internet site. As a result, the secondary data of this research is some journals, paper, or book which can be accessed by internet related to the research understudy.

1.10.5. Technique of Data Collection

Data collection is very important in a research because the data are used to get the result of the research. The techniques of collecting the data used by the researcher are critical literature review and interviews.

1.10.5.1. Critical Literature Review

Critical review of literature is a technique that implements a systematic review design. Nashruddin & Mustaqimah claimed the study of critical literature is so crucial, that it becomes a teaching unit at various universities in many countries (2020). In addition, they stated that critical literature reviews provide current perspectives of key researchers in their field, demonstrate up-to-date conceptual of understanding, analyze the strengths and weaknesses of early research, and encourage others to follow up on the work you cite, using accurate and thorough references (Nashruddin & Mustaqimah, 2020).

Considering to the content validity of journals (i.e. inclusion and exclusion), many technical parameters for the selection of a journal are taken into account by the researcher, such as indexing status, impact factor score (journal or author) and journal activity. The impact factor score measures the number of journal citations. Other than that, DOI or ISSN is commonly related to journals. Digital Object Identifier (DOI) is assigned to articles or an International Standard Serial Number (ISSN) is assigned to the journal, those include the archival practice of article Suiter, & Sarli (2019, p. 464) as cited in Nashruddin and Mustaqimmah, (2020).

Table 1.4 An example of specific literature selection criteria

Indexing status	SINTA or SCOPUS or Google Scholar
Impact Factor Score	Google Scholar: H-index 6 (minimum)
	SINTA : S5 (minimum)
	SCOPUS/Scimago journal rank: Q4 (minimum)
Journal Operation	DOI or ISSN

Furthermore, inclusion and exclusion requirements allow researchers to have a consistent research decision-making process with respect to the importance of the works included (Carnwell & Daly, 2001, p. 59). Inclusion refers to something in papers that may happen.

Exclusion, on the opposite, refers to the item that beyond the journal's content. In other words, the criterion for inclusion and exclusion should fulfilled by articles, papers and books that will be critically evaluated (Nashruddin & Mustaqimah, 2020, pp. 9-10)

Table 1.5 An example of literature selection

Inclusion	Exclusion
a. Should be published between 2001 and 2020. b. Should involve listening strategy c. Should involve autonomous learning	a. Journal which not involve an autonomous listening strategy
d. Should involve autonomous listening strategy e. Journal indexed nationally or internationally	b. Not indexed nationally (SINTA, IPI) or internationally (Scopus)

In this research, the researcher collects various journals and papers from databases, which were chosen based on the inclusion and exclusion criteria explained in the following point. Most importantly, the quest for literature began successfully from existing research to determine the current and fresh viewpoint of the required literature area.

Furthermore, the primary goal of a critical literature review is to critically evaluate and improve current states of knowledge while also identifying information gaps that new research may attempt to fill. In other words, this contributes to the theory's development and advancement. A critical review of the literature It cannot be done by taking notes and using search engines for bibliographic referencing tools, but rather by relying on a decision system that analyzes the theoretical meaning of the papers, their conclusions, and one that provides a conceptual structure for the paper.

As a result, conducting a critical literature review can be accomplished by relying on a framework for judgment. According to Jesson et al, as cited in (Nashruddin & Mustaqimah, 2020), the process of critical literature review can be as follow:

- 1.) Formulate draft research question.

- 2.) Search, scan, for information, using key words.
- 3.) Skim, scan, read, reflect and search some more to defining key concepts
- 4.) Obtain articles and read some more.

When defining criteria, the researcher may attempt to minimize the criteria through inclusion and exclusion. Researchers can use inclusion and exclusion criteria to create a clear decision-making framework for determining the relevance of included works (Carnwell & Daly, 2001).

Inclusion refers to something that should be present in the journals. In contrast, exclusion refers to something that is not included in the journal's content. In other words, the critically examined articles, journals, and books must meet the inclusion and exclusion criteria (Nashruddin & Mustaqimah, 2020).

1.10.5.2. Interview

This interview section is for selected ELT Department learners who are classified as autonomous learners. The autonomous learners are chosen by first completing a close-ended questionnaire on the characteristics of an autonomous learner. Then, proceed to the interview, which is initiated by the researcher asking them questions from the interview protocol related to the topic under study, and the learners should respond based on their opinion and experience. The researcher probed the information using interview guidelines.

The interview is made up of oral questions from the interviewer and oral responses from the interviewee. When researchers ask a series of questions to one or more participants and record their responses, this is referred to as an interview (Creswell J. W., 2012, p. 622). Thus, an interview is a method used by researchers to obtain information verbally from respondents through direct face-to-face interaction or through the use of media (such as the telephone) in order to obtain data that can answer research questions. As Creswell (2007) stated that recording procedures by using audio recorded in interview enables a person to take notes during the interview about the responses of the interviewee.

1.10.6. Technique of Data Analysis

The researcher analyzes the data after collecting the data. The steps in the process of analyzing and interpreting qualitative data are combined both critical literature review and the case study. The techniques of data analysis divided into two; critical literature review and interviews.

1.10.6.1. Critical Literature Review

To analyzing a critical literature review, the researcher adapted the technique from Nashruddin & Mustaqimah (2020). Firstly, the researcher starts to search and scan information, using key words that related to the research understudy. Secondly, the researcher skims, scans, reads, and reflects the collected information (e.g. books, journals, articles) and searches some more in order to defining key concepts. Thirdly, the researcher critically evaluates the literature that has been addressed to research area. Fourthly are grouping, comparing, and contrasting sources based on related research area and purpose. The last is creating comprehensive literature and wrap up all arguments and make sure to recheck the consistency of the text.

1.10.6.2. Interview

After the researcher obtained the data from the interview of learners, the researcher was analyzed it carefully and detail. The steps in the process of analyzing and interpreting qualitative data in the current study are adapted from Creswell (2012, pp. 236-261), this research used four steps in data analysis and interpretation, there are:

1.10.6.2.1. Preparing and Organizing the Data

The researcher prepares and organizes data that has been collected. The process involved storing and transcribing the data obtained from interviews with learners.

1.10.6.2.2. Coding and Describing the Data

The researcher reduced data by coding data that has been previously collected by removing unnecessary data, rearranging data, and integrating with existing theories. The researcher also categorized it by classifying the code units to make it easier for researchers to analyze the data.

Table 1.6 Data codes

No	Purpose	Category	Codes
1	One-on-one interview	Learner 1	L1
		Learner 2	L2
		Learner 3	L3
		Learner 4	L4
		Learner 5	L5
		Learner 6	L6
		Learner 7	L7
2	Question	Interviewer Question	I

1.10.6.2.3. Representing and Reporting the Findings

In this analysis, the researcher presents the finding by describing the data that has been collected in the detailed discussion of the topic.

1.10.6.2.4. Interpreting the Findings and Making Conclusion

The researcher makes interpretations of the findings that have been presented and reported through the data that has been described. Lastly, the researcher makes conclusions from all the data obtained, which consists of result research, making comparisons between findings and literature, and giving suggestions for future research.

1.11 Research Timeline

Research timeline is a guidance for the researcher who doing the research. The timeline of conducting this research can be seen from the table below:

Table 1.7 Research Timeline

No	Activities	Month																			
		Feb			March-May				June-July				August				Sept- Oct				Nov
		2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
1	Research Proposal	■	■																		
2	Asking permission to institute			■																	
3	Conducting critical literature review				■	■	■	■													
4	Writing Chapter 2 of the thesis								■	■	■	■									
5	Making the instruments of data collection												■	■							
6	Collecting and Analyzing the data																■	■			
7	Writing Chapter 3																		■	■	
8	Making data conclusion																			■	
9	Finalizations of research																			■	