

**ANALYZING EFL AUTONOMOUS LEARNERS IN LEARNING
SPEAKING IN THE 21ST CENTURY**

A THESIS

Submitted to English Language Teaching Department of
Tarbiyah and Teacher Training Faculty of *Syekh Nurjati* Institute Cirebon
In Partial Fulfillment of the Requirements for Undergraduate Degree



Arranged by:

PUSPA INDAH WANGI
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**ENGLISH LANGUAGE TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON**

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ABSTRACT

Puspa Indah Wangi 1708103147. Analyzing EFL Autonomous Learners in Learning Speaking in the 21st Century

In facing the 21st century, learners need to be more independent and responsible for their learning. Autonomous learning skills are one of the skills required to survive in the 21st century. Speaking plays an important role in daily communication and educational purposes. Therefore, the aims of this research are to analyze the EFL autonomous learners in learning speaking in the 21st century and how the implementation of those strategies. This study was utilized the qualitative research approach. Interview and documentation were carried out to collect the data. The participants of this research were five student of English Department in Cirebon which have the categorized as high level of autonomous learner and have good speaking skill. The finding showed that high level of EFL autonomous learners used were three strategies with several indicators in each strategy of the autonomous learner in learning speaking in the 21st century that had been used by students such as Meta-cognitive Strategy (Planning, Monitoring, Evaluating), Cognitive Strategy (Practicing, Receiving and Sending Messages, Analyzing, and Creating structures for input and output), and Social strategy (Asking questions, Cooperating with others, and Emphasizing with others). The student then categorized the implementation of the autonomous learner's in learning to speak in the 21st century into three performances. First, they used different online media or platforms to practice their speaking skills, including Youtube, Instagram, the BBC app, Tandem, and Google translate. Second, they applied self practice and self assessment beyond the classroom. Finally, they conducted a social practice and social evaluation.

Keyword: EFL autonomous Learners, Speaking learning, autonomous learning strategy, 21st Century.

ABSTRAK

Puspa Indah Wangi 1708103147. Analyzing EFL Autonomous Learners in Learning Speaking in the 21st Century

Dalam menghadapi abad 21, peserta didik perlu lebih mandiri dan bertanggung jawab atas pembelajarannya. Keterampilan belajar mandiri merupakan salah satu keterampilan yang dibutuhkan untuk bertahan hidup di abad 21. Berbicara memainkan peran penting dalam komunikasi sehari-hari dan tujuan pendidikan. Oleh karena itu, tujuan dari penelitian ini adalah untuk menganalisis pembelajar mandiri EFL dalam pembelajaran berbicara di abad ke-21 dan bagaimana penerapan strategi tersebut. Penelitian ini menggunakan pendekatan penelitian kualitatif. Wawancara dan dokumentasi dilakukan untuk mengumpulkan data. Partisipan dalam penelitian ini adalah lima mahasiswa Jurusan Bahasa Inggris di Cirebon yang termasuk dalam kategori kemandirian belajar tinggi dan memiliki kemampuan berbicara yang baik. Hasil penelitian menunjukkan bahwa pembelajaran berbicara bahasa Inggris pada pembelajaran berbicara di abad 21 ini menggunakan tiga strategi dengan beberapa indikator pada masing-masing strategi siswa mandiri seperti Strategi Meta-kognitif (Planning, Monitoring, Evaluating), Strategi Kognitif (Melatih, Menerima dan Mengirim Pesan, Menganalisis, dan Membuat struktur untuk input dan output), dan Strategi Sosial (Mengajukan pertanyaan, Bekerja sama dengan orang lain, dan Menekankan dengan orang lain). Siswa kemudian mengkategorikan implementasi dari kemandirian belajar dalam pembelajaran berbicara di abad ke-21 menjadi tiga pertunjukan. Pertama, mereka menggunakan berbagai media atau platform online untuk melatih keterampilan berbicara mereka, termasuk Youtube, Instagram, aplikasi BBC, Tandem, dan Google translate. Kedua, mereka menerapkan praktik mandiri dan penilaian diri di luar kelas. Terakhir, mereka melakukan praktik sosial dan evaluasi sosial.

Keyword: EFL autonomous Learners, Speaking learning, autonomous learning strategy, 21st Century.

LETTER OF AUTHENTICITY

Bismillahirrahmanirrahim

I acknowledge that this thesis entitled “**Analyzing EFL Autonomous Learners in Learning Speaking in the 21st Century**” is really my own writing with quotations from quoted sources by using acceptable scientific method of writing.

Honestly, I have written this letter of authenticity accordance with the truth. I will sincerely responsible for any risks that will happen in the future if it is proven to offend the ethics of scientific writing.

Cirebon, August 27th 2021

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**IAIN SYEKH NURJATI
CIREBON**

APPROVAL

**ANALYZING EFL AUTONOMOUS LEARNERS IN LEARNING
SPEAKING IN THE 21ST CENTURY**

Submitted by:

PUSPA INDAH WANGI
Reg. Number 1708103147

Submitted to English Language Teaching Departement of Tarbiyah and Teacher
Training Faculty of SyekhNurjati State Islamic Institute Cirebon in Partial
Fulfillment of the Requirements of Undergraduate Degree

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Assalamu'alaikum *WarahmatullahiWabarakatuh*

After guiding, analyzing, briefing, and correcting the writing of Puspa Indah Wangi with registered number 1708103147 entitled: “ANALYZING EFL AUTONOMOUS LEARNERS IN LEARNING SPEAKING IN THE 21ST CENTURY” we are of the opinion that her thesis can be offered to be presented to the English Language Teaching Departement *Tarbiyah* and Teacher Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon as a requirement of the completion of an undergraduate degree in English Language Teaching.

Wassalamualaikumwarahmatullahiwabarakatuh

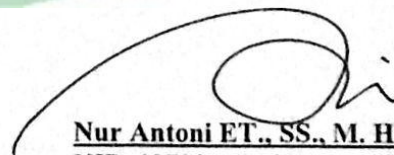
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RATIFICATION

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DEDICATION

To my dear God thank you for all the conveniences, blessings and fortunes that you have bestowed on me so that I can complete all my matters well. I dedicate my thesis work to my family, especially my beloved parents Mr. Waskun and Mrs. Eni Matni who continually provide their do'a, emotional and financial support, who have been my source of inspiration in my whole life, who have motivated me a lot in cases when I am feeling not confident and who always support me on doing this work.

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MOTTO

∞ **A big journey begins with little step** ∞



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The researcher likes to express the sincere thanks to Allah SWT, the Most Gracious and the Most Merciful because with His permission, the researcher can complete this research. May invocation and salutation always be given to the prophet Muhammad SAW (peace be upon him), his family and followers up to end of the world.

This research entitled “Analyzing EFL Autonomous Learners in Learning Speaking in the 21st Century” which is submitted to full fill one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

The accomplishment of my undergraduate degree is the most rewarding achievement in life. All supports and helps from every people during the time of conducting and reporting the researches are precious. She is deeply grateful and would like to express this special gratitude to:

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3. Dr. Tedi Rohadi, M.Pd., S.E., Dipl. TEFL as the Head of English Language Teaching Department *Syekh Nurjati* State Islamic Institute Cirebon.
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Finally, this thesis is still far from being perfect and satisfactory. However, the researcher hopes that this research can be useful for the teachers and the students in teaching and learning speaking especially for English Language Department students who will be an English teacher as a profession.

Cirebon, August 27th, 2021

The Researcher

PREFACE

In the name of Allah SWT, the Most Gracious and Merciful, all praises and thanks belong to Allah, the Lord of universe, because with his permission, the researcher can complete this research on time. This research entitled “Analyzing EFL Autonomous Learners in Learning Speaking in the 21st Century” is submitted to English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute Cirebon as a partial fulfillment of the requirements for Undergraduate Degree in English Language Teaching Department.

The researcher is sure that this research is still far from perfect. All mistakes and errors in this paper will be my responsibility and every suggestion or idea of any kind to make it perfect will be gladly welcome. Finally, the researcher expects this research would give some contributions to the English Language Teaching Department, school, teachers, students, future researchers, and all readers in general.

Cirebon, August 27th, 2021

The Researcher

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