

CHAPTER I

INTRODUCTION

1.1 Research Background

Learner autonomy has been a favorite topic in English teaching and learning for a long time. Learner autonomy occurs when students assume complete responsibility for their learning. Autonomous learning increases knowledge, skill, accomplishment, or personal development that individuals choose and achieve through their efforts using any method in any circumstance (Mahmud, 2017, p. 2). In addition, Kim (2018, p. 475) said that autonomy in language learning means taking responsibility for their learning and developing positive attitudes towards independence, choice, decision-making, and critical reflection. On the other hand, as cited in Howlett and Wamusa (2019), Holec argued that learner autonomy is the ability to take charge of one's learning" and the capacity to behave in a learning situation. In sum, autonomy is considered the technique for learners to develop themselves through language learning strategies inside or outside the classroom.

21st-century learning skills are the critical competencies for learning and advancement to help students succeed in today digitally and internationally integrated world. These are creativity and innovation, critical thinking and problem solving, communication and collaboration, information, media, and technology skills (Howlett & Wamusa, 2019, p.74). 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. Learners need to self-direct themselves and demonstrate how their abilities will meet the learning needs of the 21st century. Wijaya, Sudjimat & Nyoto (2016, p. 266-267) argued that learners in the 21st century must have contextual learning skills and undergo contextual independent learning activities as part of personal development. Autonomous learning is essential in this day and age because it provides a significant factor influencing learning

progress. According to some research findings, learner autonomy is a vital factor influencing students' learning progress (Yen & Liu, 2009). On the other hand, Field (2007) stated that encouraging learners to become more mindful of independent learning outside of the classroom is another crucial aspect of learner autonomy in language education. Learners' knowledge will continue outside of the school with the aid of independent learning.

Nowadays, the Covid-19 Pandemic has caused significant changes to the education system in Indonesia. The teaching and learning process is switching by using online learning. The learning process in this pandemic era is carried at home. This learning is a novel approach for education in Indonesia, so the effectiveness of Indonesia's teaching and learning process during the pandemic remains an open question. However, despite having little to no experience, each school has made every effort to continue educating Indonesian generations. In other words, regardless of its effectiveness, schools all over Indonesia are using online learning to the fullest extent possible (Hidayati & Husna, 2020, p. 202-203). According to (Mahmud, 2017, p. 2), In the teaching and learning process, offline learning speaking is not enough to learn just by learning in the classroom because of insufficient time and many students at the school. Therefore, in this day, everyone should learn independently outside the classroom to learn English speaking.

In this modern-day, one of the vital skills is communication. Speaking skills are essential in learning a foreign or second language among the four basic language skills (Rao, 2019, p. 7). Speaking is one of the most critical and required skills to master to communicate orally (Mahmud, 2017, p-3). People can interact and connect using expression, and one way to make expression is speaking. Brown (2004) stated that speaking is an interactive process of building meaning that includes creating, receiving, and processing information. When speaking, people would be able to distinguish based on the nature of the knowledge that happens and understand those situations. There are various ways or strategy to improve speaking skills. According to (Mahmud, 2017, p. 2-3) speaking skills can

be enhanced in multiple ways, including speaking with oneself using the English language, communicating with colleagues, listening to native speakers, gathering with an English club, and consistent practice. Alang (2017, p. 2) noted that Strategy is a useful tool for people to execute their jobs, especially for learners because it makes the learning process easier and faster because they know what they are going to do.

Language learning strategies have an essential role to play in the learning process. Learning strategies are a term to gain importance. It has to do with technique and tactics. Essentially, this refers to the process that learners use in practicing language activities. Learning strategy is born by learners themselves. Learning strategy is their concept and action in learning. O'Malley and Chamot (1990) argued that learning strategies are specific ways of thinking and acting that people employ to help them grasp, remember, or retain new information. As cited in (Zulaihah & Harida, 2017, p. 72), O'Malley and Chamot divided autonomous language learning strategies into three classes: meta-cognitive strategies, cognitive strategies, and social strategies.

Moreover, mobile technologies are particularly effective in fostering learner autonomy, as learners can give the responsibility to learn independently while outside the classroom and far from the teacher (Hidayati & Husna, 2020, p. 203). Technological developments in the 21st century impact all aspects of human life, one of which is the aspect of education. Honar zad & Rassaei (2019, p. 24) stated that technology plays a vital role in today's education, providing various opportunities for autonomous learning outside of the classroom. In addition, Anwar et al (2014, p.333) argued that in terms of out-of-class activities, the findings revealed that highly engaged students watched English TV programs, listened to English songs, and triggering prior knowledge while studying. Similarly, Nuraini, et al (2020, pp. 2-3) stated that using technology, learners might learn more independently; such as the internet with computers, laptops, or even smartphones that can be carried everywhere and at any time to enhance the learning process in many English skills, notably learning speaking. The statement

above shows that technology has made learners easily have access to various English programs. Therefore, technology provides an opportunity for students to study independently.

It is clear from the above explanation that autonomous learning is vital for language learners in the twenty-first century. Being an independent learner today is not as daunting as it was in previous eras. As a result, learners can take advantage of the already available technology in this digital era. Especially today, almost everyone in the world has smartphones that can access the internet as an independent learning medium. However, not many learners are aware of the importance of this. According to (Khoiriana 2018, p. 3), today, every school may have applied learner autonomy, but the learners' awareness mostly less. In addition, there are still many students who depend on classroom learning and depend on their teachers. Therefore, the learner cannot take advantage of the technology and time available outside the classroom. According to (Doko 2012, P. 1), some students only take advantage of their study time while in class, and very few take advantage of their study time outside of class. As cited in (Zulaiha & Harida, 2017, p. 71), Chamot and Kupper stated that successful students use their learning strategies more often, more efficiently, and more variedly. Less effective students, on the other hand, have fewer and even less appropriate learning strategies. Moreover, Wael, Asnur, & Ibrahim (2018, p. 3) support the idea that learning strategies are one of the aspects involved in developing speaking skills. However, only a few learners know the learning strategies and how to implement learning strategies, especially in autonomous learning.

After all, it is crucial to know the strategy of autonomous learning in the 21st century, especially in learning to speak and knowing how implementation or independent learning in learning speaking skills in the 21st century. Understanding the research area in the research is essential. The researcher should select the research area in the writing thesis. Research in this area involves the autonomous learner and learning (Marzukil, manurung & Hente, 2015, Sari, 2012, kuswanto & anwar, 2015, Rahmawati & Wulyati, 2013) in the 21st century (Wright & Lee,

2014, Andrade, 2016, Egan, Maguire, Christopher & Rooney, 2017, Malik, 2018, Sugiyari, Arif & Mursalin, 2018, Hirschman & Wood, 2019), speaking skill (Ilham, Bafadal & Muslimin, 2019, Rao, 2019), and the Strategies how to learn English (Ang & Yunus, 2017, Lee & Heinz, 2016, Setiadi, Sukirlan & Mahpul, 2016, Pages, 2015, Hardan, 2013., Zulaihah & Harida, 2017). Those researches have shown different findings. The previous study talked about autonomous learning and learner that are similar to this study. However, each study does not discuss the strategy of autonomous learning in speaking outside the classroom. Most of the previous research investigated the strategy and the implementation of autonomous learning in the classroom and the researcher's different skill. However, this research focuses on the learner autonomous learner strategy; however, the previous study discusses teacher strategy to promote autonomous learners.

Further, the previous study has identified learners in the 21st century, but it is not specifically to autonomous learners in learning speaking. In addition, the other research focuses on strategies for learning English, but these studies did not address the autonomous learner strategy in speaking learning in the 21st century. Also, this previous research does not discuss the implementation of autonomous learning outside the classroom. As a result, the clusters talked about the need for learners in the 21st century and talked about learning English. However, these clusters do not talk about the strategy and the implementation of strategy for autonomous learners in learning speaking skills in the 21st century. The present research would like to analyze the strategies of the autonomous learner in learning speaking skills in the 21st century and found how the autonomous implementation the strategy in learning speaking skills in the 21st century.

The discussion above showed that 21st-century skills are the skills that learners in this era must possess. The learners should prepare to be facing the challenge in the 21st century. One strategy in language learning is autonomous learning outside the classroom. Through the autonomy of learners, they rely on their knowledge. They can establish their goals and priorities and the difficulties of

expressing ideas or theories they prove through independent learning. In several studies above, researchers found the gaps that differentiate previous research from the research that researchers will conduct. The previous studies do not describe the autonomous strategy learners used in learning speaking outside the classroom and do not describe how the implementation of the autonomous learner in learning speaking in the 21st century out of the classroom. Then, this study conducted the strategy and the performance of the autonomous learner in learning speaking outside the classroom in the 21st century.

1.2 Identification of the issue

Practical and relevant teaching and learning strategies need to meet the needs of the net generation (millennial generation) in the 21st century. In addition to requiring digital resources to access information, communication, and problem-solving, the most important thing that millennial must have is soft skills, including critical thinking skills and creativity. In the teaching and learning process of learning to speak, it is not enough to know just by learning in the classroom because of insufficient time and many students. Therefore, in this day, everyone should learn independently outside the classroom to learn English speaking. This study is focusing on autonomous strategy learning in speaking skills in the 21st century. This study is essential because, by autonomous learning, the learner can help improve ownership of learning English by enabling learners to coordinate self-access learning tools and look for suitable materials to develop their development. Therefore, besides study in the classroom, the learner who wants to be a good speaker should study outside the classroom by self-improvement.

1.3 Delimitation of the research

After identifying the issue, the researcher must focus this research on analyzing autonomous learners in learning speaking skills in the 21st century. Language learners are considered successful language learners when they can play a communicative function in various situations. Speaking is part of daily life, so speaking takes it as a matter of study. It means that speaking is an occurrence in

everyday life when it comes to interacting with others. There are various things involved in speaking; the first thing to stress is that speech development occurs in real-time (Artini, 2017). This is why the study focuses on strategy and implementing the autonomous learner in learning speaking in the 21st century. The level of this research is the active student university in Cirebon.

1.4 Research question

1. What are the strategies of the autonomous learner in learning speaking in the 21st century?
2. How is the implementation of the autonomous learner in learning speaking in the 21st century?

1.5 Aim of the study

1. To explore the strategies of the autonomous learner in learning speaking skills in the 21st century
2. To explore the autonomous learner activities/implementation the strategy in learning speaking in the 21st century

1.6 Significance

The researcher hopes that this research has two signs in the study of English, especially in speaking. There are two signs in this research are:

1. Theoretical

This study is expected to be useful information for teacher, students and government. This study will improve their knowledge about language learning strategy which has a big value to improve the education system particularly in teaching and learning speaking. Especially for teacher and students this can help them to understand well what autonomous learners strategies are and its contribution in upgrading speaking competence.

2. Practical

The current research will help the students in implementing a better learning style in speaking learning. Then, enable the teacher in solving the problem of the difficulties in speaking class, give information to the readers about the profile EFL autonomous learners in learning speaking skills in the 21st century, and use as a reference for other researchers who want to research speaking strategies of successful learners in the 21st century.

1.7 Theoretical foundation

1.7.1 21st century

21st-century learning is required to be based on technology to balance the demands of the millennia era with the aim that later students will get used to 21st-century life skills. As cited in (Sugiyari, Arif & Mursalin, 2018, p.440), Greenstein noted that in the 21st century, students could have metacognitive skills (coordinating the learning process, through analyzing, monitoring, evaluating, planning and arranging), critical and creative thinking, and communicate or collaborate effectively. On the other hand, Chu, Reynolds, Notari, Taveres, & Lee (2016) stated that 21st-century learning is marked by technologies' proliferation, unlike any different modern history. In addition, Malik (2018) stated other core competencies include global citizenship, financial literacy, and the ability to solve complex problems both independently and collaboratively, adapt to change, work in high-performance teams, interact efficiently in multiple ways in the face of changing challenges, and function in a global context.

Hirschman & Wood (2019, p. 20) stated that the term 21st-century learner' originated at the turn of the millennium and evoked a particular form of learner one who holds a suite of 'modern' 21st-century skills that are closely linked to digital technology, digital communication, and notions of versatile approaches to information. Similarly, Wijaya,

Sudjimat & Nyoto (2016, p. 266-267) argued that learners in the 21st century must have contextual learning skills and undergo contextual independent learning activities as part of personal development. Further, Malik (2018, p. 16) argues that students in the 21st century need to master the foundation of facts and principles and apply, develop, and expand their knowledge. Students must (i) work independently as self-drivers, lifelong learners, and innovators; (ii) work collaboratively and respect diverse perspectives; (iii) engage critically in new challenges; (iv) apply knowledge in new situations to new challenges; (v) communicate through a variety of technologies and methods; (vi) work efficiently in the face of challenging challenges.

Learners should be taught 21st-century skills in the 21st century to prepare them for successful learning, life, and work. According to Syahputra (2018) in 21st-century teaching must be learner-centered, that without the need to listen to and memorize the subject matter discussed by the instructor, learners should be actively interested in improving their interests and talents, but strive to construct their knowledge and skills according to their capacity and level of thought growth. Payne and Kyllonen, as cited in Wright & Lee (2014, p.200), related 21st-century skills include cognitive skills (adaptability, imagination, critical thinking, and problem-solving), interpersonal non-cognitive skills (communication, cultural awareness, leadership, and teamwork), and intrapersonal non-cognitive skills (persistence, self-efficiency time management, and work ethic).

1.7.2 Speaking skill

1.7.2.1 Definition of Speaking

Speaking is an expression of thinking and a feeling to others to keep contact orally. Speaking is an interaction; also speaking a social and situation-based practice. People use spoken language to communicate ideas to others (Syafitri, 2017, p. 25). In addition, Brown

(2004) argued that speaking is an interactive meaning-building process that involves knowledge production, reception, and processing. It means people must be able to distinguish while speaking, depending on the essence of the information that exists and recognize certain circumstances. Speaking skill is considered the most crucial skill in learning a foreign or second language among the four essential language skills (Rao, 2019, p. 7). In sum, speaking skills play a crucial role in having success in all fields. Also, speaking skill is the essential skills for learning foreign or second languages.

1.7.2.2 Component of speaking

As cited in (Ilham, Bafadal & Muslimin, 2019, p. 36), Brown stated there are five components of speaking skills related to content: grammar, vocabulary, Comprehension, pronunciation, and fluency.

1.7.2.2.1 Grammar

Grammar is one of the most critical language components since it is a type of internal linguistic knowledge that generates and recognizes correctly organized expression in that language. According to James R. Harford in Rosmiaty (2012) grammar is a standard set of rules for producing and putting together the word that belongs to the language. The sentences and phrases formed by these principles are grammatical in the language in question. In a broader sense, grammatical grammars encompass the links between grammatical terms and their meanings and applications. In addition, Rahmayani (2017, p.16) stated that grammar is organizing words into sentences using the correct form and having a comprehensive meaning to facilitate understanding in written language and spoken language.

In sum, grammar is the arrangement of words to form proper sentences. It is about the statement and the term. It represents the categories of noun subject, imperative phrase,

and so on. Grammar is a branch of linguistics that deals with all of the many elements that comprise language rules.

1.7.2.2.2 Vocabulary

Someone cannot communicate effectively or articulate their ideas in oral and written form unless they have the adequate vocabulary. That's why vocabulary means the best diction to use in conversation. Alang (2017, p. 12) noted that vocabulary is an essential aspect of language acquisition that should be learned. It enables learners to communicate with others about their ideas, thoughts, feelings, or imagination, whether orally or in writing. Vocabulary is a collection of words that can be seen, heard, and have meaning; yet, a single word cannot be used to communicate with others; it must be combined with other words to produce usable sense. Further, Brown (2001) noted that vocabulary is the words you use when you talk or write, as well as the ones you comprehend when you listen or read.

In sum, vocabulary refers to all of the terms used in language skills in their fullest definition (listening, reading, writing, and speaking). It has significance based on the competition, and it serves as a store of words utilized by language users.

1.7.2.2.3 Comprehension

It means how well students can respond to oral communication. Students should be able to grasp what the speakers have to say. Comprehension is one of several aspects to which learners should pay attention to improve their speaking abilities. Pronunciation, structure, vocabulary, and fluency are all important factors. On the other hand, speaking is putting together a usual fashion that includes those elements (Rahmayani, 2017, p. 15). In sum, Comprehension is an

exercise that aims to improve or test one understands of a language, whether written or spoken. Comprehension shows students knowledge of the language and what other people say

1.7.2.1.4 Pronunciation

Pronunciation is a way for students to create a simple language when they speak. It deals with the phonological method, which refers to a grammatical component made up of elements and principles that decide how sounds differ and the pattern in a language. Rahmayani (2017) argues that everyone will be able to converse more effectively if they have good pronunciation. Pronunciation entails a lot more than just sounds. Although there are too many subtleties in pronunciation for learners to strive for complete accent deletion, increasing pronunciation will increase self-esteem, facilitate communication, and maybe lead to a better career or, at the very least more respect at work. The importance of effective communication cannot be overstated, therefore begin by addressing issues that obstruct communication significantly.

According to Yapping in Rosmiaty (2012), there are three kinds of pronunciation there are native pronunciation, native-like pronunciation, and non-native like pronunciation;

- a. Native pronunciation means the way a native speaker expresses words is known as native pronunciation. His pronunciation style is characteristic, making it challenging for non-native speakers to imitate.
- b. Native-like pronunciation. Native-like pronunciation refers to a non-native speaker's ability to articulate words in a way that sounds like a native speaker and is most commonly found in nations where English is taught and studied as a second language.

c. Non-native like pronunciation. All English learners in countries where English is spoken as a foreign language have non-native-like pronunciation. It is pretty tricky for language learners to use a non-native pronunciation. They employ non-native pronunciation, which implies that they rely on their ability to pronounce the words correctly. It also occurs in various Asian countries.

In light of the previous, it may be claimed that pronunciation relates to how a person pronounces all of the words when speaking.

1.7.2.1.5 Fluency

Fluency can be described as the ability to speak fluently. Speech fluency is the target of many language learners. Signs of fluency include a relatively high speaking rhythm with just a limited amount of pauses. These signs suggest that the speaker does not spend a lot of time looking for the language items needed to convey the message. According to Bryne in Nurmaisayah (2013), Oral fluency will be the principal goal in teaching the productive skill of speaking. Fluency in speaking refers to how well or smoothly a speaker delivers ideas through sentences. Fluency in speaking is a trait that requires a high level of practice, talent, habit, and sound speech.

In sum, fluency demonstrates how well pupils communicate while expressing their ideas, as evidenced by their emotion and the frequency with which they stop. Fluency is defined as the capacity to communicate successfully in a foreign language. It also refers to how well a person's speech is presented in a conversation. Have confidence in your ability to deliver the speech and respond to a specific theme without hesitation.

1.7.3 Autonomy

1.7.3.1 Definition of autonomy

From Holec's, as cited in Bravo et al. (2017), autonomy is the capacity of language learners to handle their learning using effective methods to achieve the desired language proficiency objective. Some of the techniques chosen by independent language learners include: (a) finding a practical learning methodology; (b) setting learning objectives; (c) deciding on learning material and pace; (d) tracking the learning process; and (e) objective evaluation of learning achievements. In sum, autonomy is the capacity to makes own decisions.

According to (Kim 2018, p. 475), autonomy in language learning means taking responsibility for their learning and developing positive attitudes towards independence, choice, decision-making, and critical reflection. Autonomous learning is defined as an increase in knowledge, skill, accomplishment, or personal development that an individual chooses and achieves through their efforts using any method in any circumstance at any time (Mahmud, 2017, p. 2). In addition, Kim (2018, p. 475) autonomy in language learning means taking responsibility for their learning and developing positive attitudes towards independence, choice, decision-making, and critical reflection. To sum up, autonomous learning is when learners take responsibility for their learning process, set goals, choose language learning strategies related to their styles, monitor progress, and evaluate their successful acquisition.

As cited in Howlett and Wamusa (2019), Holec argued that learner autonomy is the ability to take charge of one's learning" and the capacity to behave in a learning situation. Therefore, Dewi, Marhaeni, Ramendra (2019) supported the idea that learner autonomy has been defined as the capacity for action, independent learning, and learners

taking responsibility for learning and sharing decisions and initiatives that shape and direct the learning process. Moreover, Padmadewi et al. (2019) also claimed that autonomous learners take responsibility for their learning and take responsibility for their knowledge to be held accountable for all decisions involving all aspects of that learning. In sum, the autonomous learner is the one who can set their own learning goals. Learner autonomy extends to several uses, such as circumstances in which students can study on their own, a collection of skills that can be acquired and adapted to self-directed learning, an inborn ability that is suppressed by formal education, the exercise of the duty of learners to learn on their own, and the right of learners to decide the course of their learning.

1.7.3.2 Characteristics of the autonomous learner

According to Fitrawati (2014, p. 160-162), there is six characteristics of autonomous learning: student motivation, goal orientation, self-efficacy, and locus of control, self-regulation, and metacognition.

a. Student motivation

Student motivation is concerned with a student's willingness to engage in the learning process actively. On the other hand, student motivation focuses on the reasons for a person's participation or non-participation in academic pursuits. Student motivation to study is defined as a student's propensity to find educational activities relevant and desirable to obtain the desired academic outcomes.

b. Goal orientation

Goal orientation refers to a person's capacity to form plans and set objectives, and it works in tandem with self-efficacy to boost a student's motivation. A task goal orientation is when a person's attention improves performance relative to the previous version rather than comparing themselves to others. In many

aspects, a person with a high sense of effectiveness significantly impacts their accomplishment levels and personal comfort.

c. Self-efficacy

Perceived self-efficacy is described as people's perceptions of their capacities to achieve specific performance levels that impact events in their life. Self-efficacy is a personal belief in one's ability rather than an emotional reaction to a particular achievement.

d. Locus of control

Students' predisposition to attribute their successes and failures to either internal element that they control (effort, skill, motivation) or external factors those are beyond their control (chance, luck, other people's actions)". A self-directed learner is defined as having a more significant internal locus of control than an external locus of control. Simply put, the more robust an individual's ability to manage changes in their learning environment, the greater their internal level of control.

e. Self-regulation

Students' self-generated thoughts and behaviors that are systematically geared toward achieving their learning goals are referred to as self-regulated learning. Learners utilize this technique to organize their thoughts, regulate them, and convert them into skills geared toward education. The process of regularly assessing one's progress toward a goal, examining consequences, and redirecting ineffective attempts is known as self-regulation. Students must be aware of their cognitive processes and motivated to participate in their learning process to be self-regulated actively.

f. Metacognition

Metacognition is a broad term that refers to thinking about one's thinking. Metacognition is defined as an appreciation of what one already know, a proper understanding of the learning task and

the knowledge and skills required, and the ability to draw correct judgments about applying one's strategic expertise to a specific circumstance. Metacognition, in general, is the engine that propels self-directed learning. One of the most significant challenges students encounter in acquiring a grasp of metacognition and establishing methods that have a good impact on oneself is a general lack of awareness. Autonomous language learning strategy

1.7.3.1 Definition of strategy

In learning and teaching English, it is critical to comprehend the concept of language strategy. It might assist you in gaining a better knowledge of language learning processes. Learning strategy is born by learners themselves. Learning strategy is their concept and action in learning. Strategy refers to a general plan of action for achieving one's goals and objectives (Nickols, 2011, p. 4). Implementation refers to "a specific set of activities designed to put into practice an activity or program" (Durlak, 2011, p. 1).

Strategy is the pattern of objectives, purposes, or goals and major policies and plans for achieving the goals (Mainardes, Ferreira, & Raposo, 2014, p. 46). O'Maley and Chamot (1990) argued that learning strategies are particular thinking and actions that people use to help them understand, remember, or maintain new knowledge. On the other hand, Wenden, as cited in (Hardan, 2013, p. 1715), the element of learning behaviours can be used to identify language learning strategies. They are learning to regulate the meaning of a second or foreign language, cognitive theory, such as learner strategic knowledge of language learning, and a practical perspective, such as learner motivation, attitude, and so on. Strengthen by Oxford (1990) stated that language learning strategy involves specific actions, behaviours, steps, or techniques that learners use to facilitate their success in the acquisition of second or foreign-language skills.

In sum, Language learning strategies have an essential role to play in the learning process. Learning strategies are a term to gain importance. It has to do with technique and tactics. Essentially, this refers to the process that learners use in practicing language activities. To learn the target language or a new language, language learners should make a conscious and severe effort or actions throughout time. When using strategy learning, it is evident that there is a combination of intention and action.

1.7.3.2 The categories of strategy

Language learning strategies have an essential role to play in the learning process. Learning strategies are a term to gain importance. It has to do with technique and tactics. Essentially, this refers to the process that learners use in practicing language activities. As cited in (Zulaihah & Harida, 2017, p. 72), O'Malley and Chamot divided autonomous language learning strategies into three classes: meta-cognitive strategies, cognitive strategies, and social strategies. Those will explain as follows:

1.7.4.2.1 Meta-cognitive strategies

Metacognitive strategies are a word used in information processing theory to describe techniques that entail planning or learning, thinking about the learning process as it happens, etc. Metacognitive is monitoring one's output or Comprehension and assessing learning after an activity is finished (Purpura, 1997). In addition, O'Malley and Chamot as cited (in Koc & Koc, 2016, p. 60) metacognitive strategy is involving thinking about the learning process. This strategy applied to plan for learning and to think about the learning process, monitoring production and Comprehension, and evaluation after completing an activity (O'Malley and Chamot as cited in Zulaihah & Harida, 2017, p. 72). On the other hand, Karim

(2019, p. 3) stated three kinds of meta-cognitive strategies: planning, Monitoring and evaluation.

1.7.4.2.1.1 Planning

Planning is critical for learning strategy, as learning strategy refers to planned activity to achieve a language learning goal. According to Oxford (2003), planning assists language learners in arranging their learning to get a better result in their learning. Before preparing their learning, the learner should set a goal to obtain better results. Learners can use internet learning tools like social media, online videos (youtube), messenger (WhatsApp and Facebook), and learning groups in social media. Another option is for the learner to become a learning group member such as the English speaking community, English debating community, etc. (Karim, 2019, p. 3).

1.7.4.2.1.2 Monitoring.

Monitoring the learning refers to identifying difficulties during speaking activities. Participants agreed to use self-checking on their speaking performance after being recorded to entirely aware of their faults. They demonstrated that they employed a combination of socio-affective and cognitive tactics to help them monitor their speech (Chamot and Robbins, 2005). Further, Monitoring is self-checking or self-correction of the learner's ability to speak. Performance can communicate with their peers or receive input from their instructor, correcting their errors (Karim, 2019, p. 4).

1.7.4.2.1.3 Evaluating.

In evaluating the speaking progress, the learners are expecting to check their learning outcome. Learners can evaluate and list their weaknesses in speaking by doing a task, repertoire, precision, note-taking, or voice recording. The learner can also have foreign friends on social media to provide input and improve their fluency in speaking (Karim, 2019, p. 4).

1.7.4.2.2 Cognitive strategies

Cognitive strategies are crucial in learning a new language. Cognitive processes involve the direct manipulation of learning techniques, e.g. repetition, translation, deduction, etc. (O'Malley and Chamot as cited in Zulaihah & Harida, 2017, p. 72). Also, cognitive strategy is involve analyzing and synthesizing the information (O'Malley and Chamot as cited in Koc & Koc, 2016, p. 60). On the other hand, Brown (2007) noted that cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing are the main cognitive techniques. In addition, According to Oxford, as mentioned in Alang (2017, p. 17), there are four sets of cognitive strategies: practicing, receiving and sending messages, analyzing and reasoning, and creating structure.

1.7.4.2.2.1 Practicing

In this strategy, the learner practices such as repeating, recombining, recognizing and using formulas

and patterns and practicing naturalistically (Oxford as cited in Alang, 2017, p.17).

1.7.4.2.2 Receiving and Sending messages.

These strategies divided into two branches that were getting the idea quickly means that the students respond quickly and give their opinion about what is asked. Then, using resources for receiving and sending messages means that the students had to think for a while before answering the question (Oxford as cited in Alang, 2017, p.17). This technique is important because learners can easily understand the central concept by skimming and scanning. Learners may also use the resource for receiving and sending messages to make their learning more appealing (Oxford as cited in Alang, 2017, p.17).

1.7.4.2.3 Analyzing and Reasoning.

Deductive thinking, speech analysis, cross-language comparison analysis, translation, and concept transfer are some of the strategies used (Oxford as cited in Alang, 2017, p.17).

1.7.4.2.4 Creating structures for input and output.

In this strategy, learners must structure all feedback they get, such as taking notes, summarizing, and highlighting, to provide a clear understanding (Oxford as cited in Alang, 2017, p.17).

1.7.4.2.3 Social-affective strategies

The final group of strategies involves social strategies that deal with social transactions and social activities (O'Malley and Chamot cited in Zulaihah & Harida, 2017, p. 72). According to Oxford as cited in Rahmayani (2017, p. 31)

stated three activities in social strategy; asking questions, cooperating with others, and empathizing with others.

1.7.4.2.3.1 Asking question

There were two ways to train students' speaking skills: asking for clarification or verification and asking for correction (Oxford as cited in Rahmayani, 2017, p. 31).

1.7.4.2.3.2 Cooperating with other.

There were two ways to train students' speaking skills: cooperating with peers and cooperating with proficient new language users (Oxford as cited in Rahmayani, 2017, p. 31).

1.7.4.2.3.3 Empathizing with other.

In this approach, the learner develops cultural awareness while also being mindful of other thoughts and feelings; the students respect each other's views and work together to solve the problem. There were two ways to train students' speaking skills: developing cultural understanding and becoming aware of others' thoughts and feelings (Oxford as cited in Rahmayani, 2017, p. 31).

1.7.4 Autonomy and technology

Nowadays, the world pressures and makes people use technology in work, education and even everyday life to communicate. Honarзад & Rassaei (2019, p. 24) stated that technology plays a vital role in today's education, providing various opportunities for autonomous learning outside of the classroom. In addition, Anwar, Ahmad, Abdel & Razeq (2014, p.333) argued that in terms of outside classroom, the data suggested that students were very interested in viewing English TV shows, listening to English songs, and recalling prior knowledge when

studying. Similarly, Nuraini, Qihua, Venatius, Slamet, & Cholifah (2020, pp. 2-3) stated that using technology, students might learn more independently; such as the internet with computers, laptops, or even smartphones that can be carried anywhere and as another alternative media to enhance the learning process in many English abilities, particularly speaking. Richards (2015) looked at some of the opportunities and services available to promote out-of-class learning and described some of the resources that learners can use to learn English individually and independently. The researcher defines Out-of-class tools available for the creation of communicative skills: chat rooms, self-access centres, interviews with native speakers, language villages, digital games, listening logs, online resources such as TED Talks, social media, e-mediated tandem learning, using Voice thread, public service announcement videos, TV series, internet television, and extensive viewing (Richards, 2015). These are all modern technological and up-to-date tools that learners can use and participate in outside the classroom so that they will be able to develop their language skills (especially listening and speaking) and learn independently.

Padmadewi et al. (2019) stated that an autonomous learner succeeds in seeking the best approach for learning and progress. To be successful learners, the learners should learn by independent learning outside the classroom, and when they know it, the learner needs technology to develop speaking skills in the 21st century. Then, the relationship between autonomy and technology is closed; this statement supported by Reinders and White (2014) argue that the areas of independence and technology in the Field of language education are potentially very similar. However, in practice, they also still have an uneasy relationship. Technology is limited, a method that allows learners and educators to achieve those educational objectives.

In addition, as cited in Bravo (2017), the autonomous activities most commonly conducted by the participants were listening to songs in

English, thinking about sounding out words correctly in English and noting exciting words or phrases in English. At the other end, the tasks most commonly undertaken by learners were: enrolling in an online English language course, speaking online with a foreigner in English, and writing an essay in English (Bravo, 2017). Then, when referring to 'autonomy in the learning process,' learners have the capacity and duty to self-manage their educational strategies.

1.8 Previous Studies

There have been many researchers who have tried to study this topic related to autonomous learning. Some of the related research findings are present in the following sections.

The first study is written by Zulaiha & Harida (2017) entitled "*Autonomous Learning Strategy of the Successful Nontraditional Students*". There were two main goals of the research, (1) to find out the autonomous learning strategies that were applied by the students of English Education Department of STKIP PGRI Ponorogo, and (2) to find out the reasons of English Education Department of STKIP PGRI Ponorogo to apply the strategy. The results of the research were aimed to (1) enrich the literature on students' learning strategy at higher education level, (2) provide references for English Education Program's lectures for constructing materials that support students' learning autonomy, and (3) accelerate the students' learning success because it can use as a model of successful students' learning strategy. From the study above, it can conclude that the similarity of this research is the respondent of the study are the students of the English department. Also, one of the aims is to find out the strategy of autonomous learning. Nevertheless, this research focuses on learning to speak, and the previous study does not focus on it. Therefore on other propose of the study is different. The study aims to explore the implementation of the strategies of the autonomous learner in learning speaking in the 21st century.

The second previous study is a thesis "*Empowering The Students' Autonomous Learning To Improve The English Language Skills Of The Tenth Grade Students Of RsbisMa N 7 Purworejo*". This study written by Maria Dian Purnama Sari (2012). The research aims to empower the autonomous learning techniques to improve the English language skills of the tenth-grade students of RSBI SMAN 7 Purworejo. Some methods applied to enhance the students' language skills. The results show that autonomous learning by self-discovery strengthened learners' self-investment, which affects their language learning achievement in the English learning process. Students developed their self-investment and reading skills through self-discovery exercises, while the Jigsaw task improved their language skills in speaking, listening, and writing. The improvement of students' self-investment affected their language learning outcomes. It can see in their increased mastery of language aspects, including vocabulary, grammar, and pronunciation, which are all part of their four basic skills: listening, speaking, reading, and writing. The research above showed the similarity of this research is about applying autonomous learning. In the study written by Maria, Dian Purnama Sari took the four skills and used independent learning in the classroom. However, in this research, the researcher took speaking skills and applied autonomous learning outside the classroom. Therefore, the technique and implementation of independent learning both are different.

The third study is entitled "*Teacher Position For Promoting Autonomous Learners In Teaching Speaking English*". This research is written by kuswanto & anwar (2015). This research describes promoting autonomous learners in speaking English material, teacher position implements speaking English material and techniques' by using nine strategies: setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, homework, presentation and talks, and evaluation. The study above shows that the result of similarity this research is talked about the strategy of the autonomous learner in speaking skill. However, both research strategies are different because the study written by kuswanto & anwar is talked about the teacher's method for

promoting autonomous learners in the classroom. This research is talked about the strategy of independent learners outside the classroom.

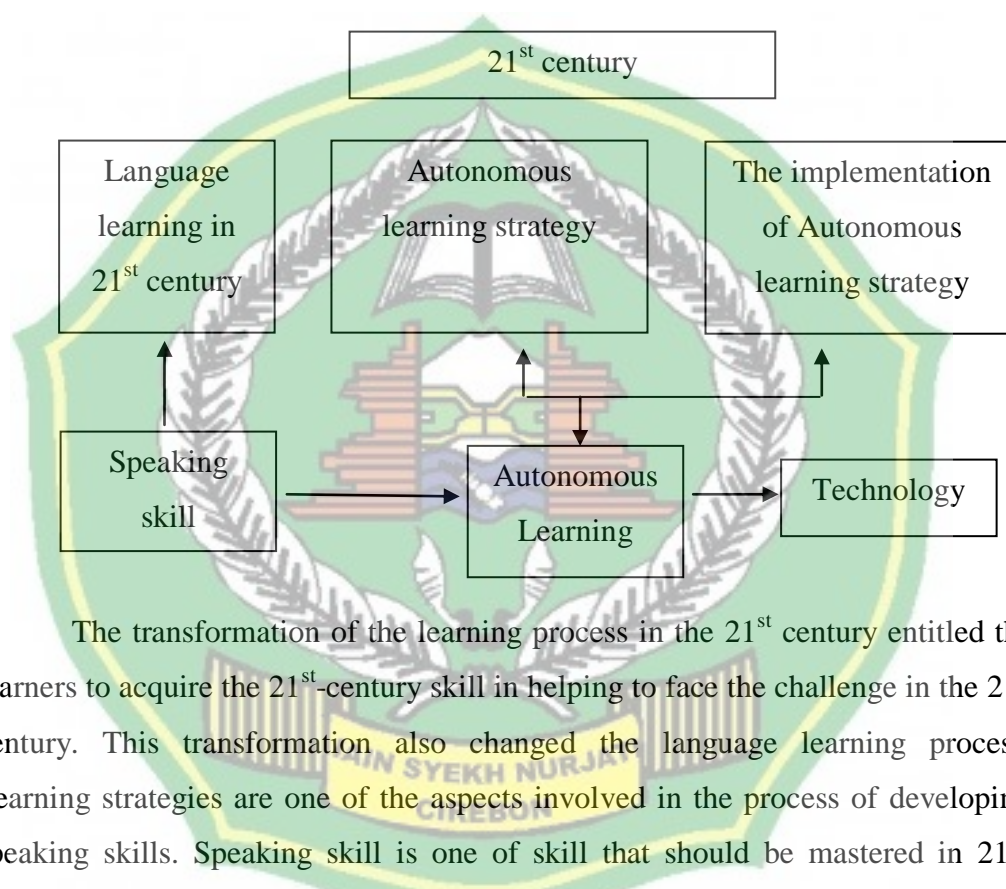
The fourth study is entitled "*Autonomous Learning In Reading Class: Building The Student Independence Character*". This study written by Rahmawati & Wulyati (2013). This research aims to describe the reading ability of the student in understanding narrative text using autonomous learning strategy. This research shows that the implementation of autonomous learning in reading could effectively help the student comprehend narrative text. The study above can conclude that this research's similarity is about showing the implementation of autonomous learning. However, this research took the speaking skill and in the research that Rahmawati & Wulyati took the reading skill. Both are also different in the implementation of the strategy of autonomous learning. This study showed the implementation of autonomous learning outside the classroom and in the research that written Rahmawati & Wulyati shows the implementation of autonomous learning in the school.

The five previous studies are entitled "*Applying Autonomous Learning To Develop Students' Writing Skill*" this research is written by Marzukil, manurung & Hente (2015). This study aimed to develop students' writing skills, especially in organizing ideas by implementing independent learning. The researcher describes about the activities of autonomous learning in wiring skills in the classroom. The activities were conducting library research and writing drafts before writing an argumentative essay. The finding of this research is the learners enjoy the writing course by autonomous learning. From the research above, the researcher concludes that this research with previous research is about applying autonomous learning. The differences between both the researches are the skill that taken by the researcher. In the research written by Marzukil, manurung & Hente (2015) took the writing skill and applied autonomous learning in the classroom. However, in this research, the researcher took speaking skills and applied autonomous learning outside the classroom. Of course, the strategy and implementation of autonomous learning are different.

1.9 Frame of thought

The elements that frame this research include EFL autonomous learners in learning speaking in the 21st century and how to do the strategy. To clarify how each aspect related to each other, the frame of thought in this research is illustrate in figure 1.

Figure 1.1 Frame Of Thought



The transformation of the learning process in the 21st century entitled the learners to acquire the 21st-century skill in helping to face the challenge in the 21st century. This transformation also changed the language learning process. Learning strategies are one of the aspects involved in the process of developing speaking skills. Speaking skill is one of skill that should be mastered in 21st century. Autonomous learning is one of technique for learning in this era especially in learning speaking. There are three strategies of autonomous learning; metacognitive strategy, cognitive strategy and socioaffective strategy. In this modern era, learners acquire to follow the era. In this era technology is commonly to use when learners learn English. Those are related each other and cannot be separated. Therefore the researcher is try to investigate the strategy of autonomous learner in speaking learning the 21st century and the implementation of autonomous learners in learning speaking in 21st century.

1.10 Research Methodology

In this research, the researcher focuses on some of part in the discussion of the research in term of methodology. It begins with the discussion of the research design and steps of the research, the source and type of data, the instrument and technique of the research, techniques of collecting data and techniques of analyzing data

1.10.1 Research design and steps of the research

This study uses the qualitative descriptive approach. The researcher focuses on the strategy of EFL autonomous learners in learning speaking and implementation of those strategies. The researcher used descriptive qualitative research to obtain an overview of the situation that is happening in the present, where the researcher described the learning strategies used by high level of EFL autonomous learners and how is the implementation of those strategies. According to Creswell (2012, p.16) explained that qualitative research is needed to explore the phenomenon from perspective of distance education students. The study started with a questionnaire to get the high level of EFL autonomous learners used Autonomous Learner Scale (ALS) from (Deregözü, 2019). The second phase was qualitative descriptive design where the researcher selected a few participants identified from the survey result to be interviewees.

The steps in the current study are adapted from Lodico, Spaulding, & voegtle (2006) those are:

1. Selecting participant

The researcher required to examine the foreshadowed question, in this study the researcher need the participant. The participant of this study is addressed to student of English Department in Cirebon. For chose the participant of autonomous learner, the researcher utilized the questionnaire to determine the participant of five participants which highest score from autonomous learner scale for the study. The researcher adapted the autonomous learner scale from (Deregözü, 2019), these were habits in the

planning, performing and evaluating stages of learning. The total number of items on the draft scale is 14 items. The researcher calculated the result of the questionnaire by five point Likert scale. The learners were required to choose among the options for the statements: Never, Ever, Sometimes, Frequently, and Always with the conversion scores: (1, 2, 3, 4, 5) respectively. The highest score is 70 and the lowest score is 14. The learners with higher scores considered having high levels of autonomous learning. Whereas getting low score from the scale shows that they have a low level of autonomous learning as shown from the table below. Range predicate using the formula from Azwar (2012).

Table 1.1 Learner Autonomy Level

Category	Score range
High level of autonomy	$X \geq 60$
Mediate level of autonomy	$42 \leq X < 60$
Low level of autonomy	$X < 42$

After getting the high level of autonomous by questionnaire, the researcher choosing the learners for this research must meet certain criteria. The researcher chose the participants from English department students. Considering that the students of academic year 2018, 2019 and 2020 had less academic records than the learners of academic year 2017, then the researchers decided to choose the students with of academic year 2017 as the subjects of the study. Another criterion was having the score (A/4) in the subject of Speaking English skill. This criterion was set based on the assumption that learners with score (A/4) in the subject of Speaking English skill is considered as learners satisfying academic capability compared to the other learners. It also indicates that the learners have already applied effective autonomous learning strategy. Other criteria of the subjects were they must have documents which could prove their

achievement in either academic or non academic, and they must have any other evidences of their productive activity.

2. Writing foreshadowed

The researcher write the foreshadow question that related with the topic of this study to share to the participants.

3. Collecting the data

The researcher utilized the interview and document to collect the data.

4. Analyzing the data

The writer will analyze the result of transcription, which is investigating the autonomous learner strategy and the implementation in learning speaking skill in 21st century.

5. Interpreting and disseminating result

The writer gives a clear description regarding with the data found in detail. In addition, the writer classifies and chooses which data meet to the writer's purposes in this research as well as interpret the data.

1.10.2 Source data and type of data

The source in this research was highest level of EFL autonomous learners of IAIN Syekh Nurjati Cirebon in the academic year 2017 and met the certain criteria are was having the score (A/4) in the subject of Speaking English skill, have documents which could prove their achievement in either academic or non academic, and they must have any other evidences of their productive activity. The numbers of participants are 5 students.

The researcher also takes the consideration of selecting the type of data. Fraenkel (2011, p.39) argued that in qualitative research, there are two type of data sources that can be used to get the data. Those are:

a. Primary source

Fraenkel (2011, p.39) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For

the primary source, the researcher uses the result of interview. In qualitative research, the result of interview can be used as the strongest source to get the information.

b. Secondary source

Secondary source is additional source to get the data. Given argued Fraenkel (2011, p.39) Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher. In this study, the secondary source is documentation.

1.10.3 Data collection techniques and instruments

The instrument of this research is the researcher herself because this research using descriptive qualitative. Arianti (2017) said that the primary instrument used for collecting in qualitative research is the researcher himself or herself. This research used for giving more information clearly. In this researcher herself is the instrument to collect the research data through the techniques of collecting data selected: Interviews and documentation.

a. Interviews

To collect the data, the researcher used the interview. Sugiyono (2006.p.35) emphasized that an interview is a face-to-face scenario in which a researcher sets out to gather information or opinions from a subject it indicates that, in order to obtain genuine and impartial information, every interviewer must be able to establish a positive rapport with the responder.

The researcher interviewed five EFL Autonomous Learners of high-level autonomy in English Department of IAIN Syekh Nurjati Cirebon that meets certain criteria which has been determined by researcher. The interview for the students is conducted to investigate the strategy of autonomous learner and the implementation of the strategy of autonomous learner in learning speaking in the 21st century. In this interview, the writer used phone method and face-to-face interview in order to gain the complete data.

b. Documentation

During the process of research, the researcher may collect qualitative documents. Creswell (2012, p. 23) states that there may represent some document such as public document (e.g., minutes from meetings, official memos, records in the public domain, and archival material in libraries), or private document (e.g., personal journals and diaries, letters, personal notes, and jottings individuals write to themselves). According to Sugiyono (2013, p. 240) noted that documentation is records of past events. Documentation can be in the form of writing, pictures or the works of someone. Documentation technique is used as evidence that the researcher has carried out data collection instruments by interviewing.

This research collected and analyzed any documents which are related to the students' autonomous learning process. The documents covered GPA (Students' Learning Result) in speaking skill subject, certificate, or other documents that can prove their academic and non academic achievement.

1.10.4 Data Analysis and Interpretation Technique

The researcher analyzes the data after collecting the data. The steps in the process of analyzing and interpreting qualitative data in the current study are adapted from Creswell (2012, pp. 236-261), there are six interrelated steps involved in qualitative data analysis and interpretation. The researchers use four of six steps to analyzing the data are preparing and organizing data, coding and describing the data, representing and reporting the findings, interpreting the findings, and reporting the findings and making a conclusion.

a. Preparing and Organizing data.

The researcher prepares and organizes data that has been collected in data collection. The process involved storing and transcribing the data obtained from interviews with student, as well as those obtained from questionnaire and documents.

b. 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. After that, the researcher described each theme coded before, whether it was a person, place, or event.

Table 1.2 Codes the data

No	Purpose	Category	Codes
1.	Interview	Learner 2 as Participant 1	P1
		Learner 7 as Participant 2	P2
		Learner 26 as Participant 3	P3
		Learner 39 as Participant 4	P4
		Learner 60 as Participant 5	P5
2.	Question	Interviewer Question	R

c. 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. In the discussion, the researcher explains several types of findings such as statements, experiences, or responses given by participants related to the research topic.

d. Interpreting the findings and Making a conclusion

The researcher makes interpretations of the study's meaning from 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.

