

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Research**

Autonomous learning has become an interesting topic for discussion in recent years and has been mentioned in the ELT field in the last decade. This learning concept was derived from Europe, and there has particular relevance for learners in education culture in developing countries (Smith et al., 2017). It becomes more important for EFL students because they can study a foreign language which is not their mother tongue or as their first language through their efforts. Independent learning is the foundation of learning. In order to make autonomous successful, the teacher should know the students' preferences in learning style (Kumon Institute of Education, 2023).

In the large classrooms of EFL, there are active students who are interested in studying independently and in groups. Moreover, other students are simply satisfied with the limited exposure that they get from the lesson, even though the teachers are busy in teaching and the other students focus on something else (Nowlan, 2008). In an attempt to promote a higher level of learner autonomy in Asia, it is important for the tutor to encourage and organise team activities and homework assignments that will force the students to explore realms and facilitates which may eventually lead to greater interest in independent learning. For English tutors, it becomes their responsibility not only to teach a language but also to inform

and instruct how to learn outside the class and develop learners as individuals (Kong, 2022). This will be achieved by putting tasks that inspire learners to learn into their own hands.

Autonomous is possible for all grades and levels, even for young learners. For young students, it is also important to get used to study independently as early as possible (Leslie Dickinson, 1993). It is also important to teach the children not only teach but also how to learn based on their convenience. It is unreasonable to expect that encouraging students to become more independent or autonomous in acquiring language skills will bring about any real change. Learners should be taught the skills of 'how to learn'. Learning this skill is a slow process and can only be perfected gradually (Kavaliauskienė, 2002)

Among the other English institution, which usually relies on the role of teachers, there is an English course which is focused on the learning process for students through independent learning. Kumon is an international institution owned by Toru Kumon, a Japanese father, and he is a math teacher who construct his own method for his son in order to get him easy understanding. Kumon began with a parent and a child and to maximize the potential of each individual through learning(Kumon Institute of Education, 2023). The students are expected to study independently, have critical thinking, they can analyse their own problems and find the learning that suits them.

This highlights the important continuing role of teachers in promoting the psychological attributes and practical abilities involved in learner autonomy and in

engaging students' existing autonomy in classroom practice (Smith, 2008). For students who attend schools with a busy schedule of lessons, choose to find another place of learning that is different from what is implemented in their school. Maybe it sounds strange why at a young age, they actually choose a place that is somewhat difficult to study, but it is precisely a different learning pattern and system that makes them survive and enjoy in their learning.

Based on the preliminary observation in the classroom, students are accustomed to follow the existing stages, starting from reading the passages from their own homework to practice students speaking and pronunciation, then continuing with listening to audio to practice students listening and pronunciation, then students do study on worksheets based on their level by reading the instructions and examples which aim to train the students' reading comprehension skills and get used to working on their own by analysing the existing questions. The students will get an explanation of the material that they learned at that moment if they really do not understand, and the teacher only gives them the grid or similar answer for example, from around 30 questions, the tutor only explains 2 or 3 times or the tutor tells the big concern of the material for example focus on "be" or pay attention with "verb in the past". After students finish, the teaching assistant will correct students' answers, and when they have mistakes, the students will correct their answers, and they know directly what is the false answer, they also will find the true answer, and the instructor will give the explanations.

The reason why students study at that place is because it emphasizes students to be consistent in learning and maintain consistency in reading because every day,

they have to do homework, they read the questions and search for the answer by reading the text and listening to the audio to train the students' dexterity. A very substantial and regular share of English homework time should be set aside for reading occasionally extra homework periods may be given (Dixon, 1968). From the everyday homework that students have while studying at Kumon, it could increase the students reading interest because they must read the worksheet when they doing their homework. In Kumon, there is no teacher like in school because the system is different from school, they have their own material, curriculum, and so on that makes it different from school. Kumon has an instructor or assistant in teaching to help students in their learning, such as giving an example how to answer or if the students get a score below 100, the tutor teaching will help them motivate students and control the program in learning. In this institution, the main learning point is the students themselves and supported by the role of parents and teaching assistants.

Several researchers have investigated the discussion about independent learning, they are; Kusmana (2021), Prawestri (2012), Widiati et al., (2021). Their investigations discussed about autonomous in younger age, the students' perceptions of English students learning autonomously, and about the implementation of independent students in Kumon Yogyakarta. They used the qualitative and survey method for their papers. The researcher here focuses on analysing about students' autonomous learning to increase their English abilities at Kumon Institution of Education, especially in reading comprehension level by the Junior High School students.

## **1.2. Research Questions**

Based on the explanation in the background of the study, the researcher formulates some questions, there are:

1. How does the autonomous learning method develop students' English ability at Kumon Institution of Education?
2. What are the factors that influence students' autonomous learning at Kumon Institution of Education?

## **1.3. Objectives of the Research**

The objectives of the research are to explore about the autonomous learning method to develop students' English ability and to explore about factors influenced them in autonomous learning at Kumon Institution of Education.

## **1.4. Significances of the Research**

This research has significance as follows:

1. To English Students: It leads English students to know which learning method that appropriate for them in studying English.
2. To English Teachers: It leads English teachers in teaching to use other methods that suit for students.
3. To Further Research: hopefully, this research can aid further researchers to do the related research.

## **1.5. Limitations of the Research**

This research is restricted to investigate about some terms in order to limit the research. The researcher focuses to analyse about how does the autonomous learning method develop students' English ability and the factors that influenced them in autonomous learning.

## **1.6. Definitions of the Terms**

### **1. Autonomous Learning**

Autonomous learning is learning initiatively on the students that they can take control and responsibility on their own learning. The way how they can develop their ability in learning by their own study.

### **2. Method**

Method is the students' way or strategies of learning.

### **3. Young learner**

Young learners are the children in ages around 13-16 years old, and they study in Junior High School or other Institutions.

### **4. Ability**

Ability is someone's talent, skill or potential in a particular field or study.