

## ABSTRACT

Hanggawali, D. Z. (2025). *EFL students' autonomous learning behaviors* (Unpublished thesis). English Department, Faculty of Teacher Training and Education, Universitas Jambi.  
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This study aims to identify the factors influencing autonomous learning behavior and assess the level of autonomous learning behavior among EFL students at Jambi University. A quantitative descriptive methodology was employed, with data collected via a questionnaire distributed to 85 students from the 2021 academic year who were actively engaged in English language courses. The findings revealed that external factors such as peer support, access to technology, and motivation significantly influenced students' autonomous learning behaviors. Students with higher access to technological resources and stronger peer networks exhibited more proactive learning behaviors. In terms of the level of autonomous learning behavior, the results indicated that most students demonstrated moderate to high levels of autonomy, though challenges such as time management, goal-setting, and seeking feedback remained. The study suggests that fostering autonomous learning requires a multifaceted approach that includes enhancing resource availability, providing consistent teacher support, and ensuring institutional backing. These results provide important insights into the dynamics of autonomous learning in Indonesian EFL contexts, offering practical recommendations for improving student autonomy in language acquisition.

**Keywords:** *Autonomous learning, EFL students, motivation, peer support, technology, Jambi University, language learning, self-regulation, higher education*