The Impact of Autonomous Learning in Listening Comprehension at SMKN 1 Bantul

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Abstract: This study investigates the impact of autonomous learning in listening comprehension in Grade X AKL 2 Accountant students at SMKN 1 Bantul, utilizing a quantitative Ex Post Facto design with 36 randomly sampled participants. While preliminary findings suggest a significant linear relationship between autonomous learning and listening comprehension, the statistical analysis reveals no significant impact (p-value of 0.759) of autonomous learning on listening comprehension. Despite the lack of statistical significance, it's important to note that both autonomous learning and listening comprehension yield positive outcomes in these students' learning experiences. Further exploration is needed to uncover underlying factors that may influence these results and improve language learning strategies.

Keywords: Autonomous Learning; Listening Comprehension; Ex Post Facto; Quantitative

INTRODUCTION

Listening skills vary across different countries and cultures, as they are influenced by various factors such as education, social norms, communication styles, and language proficiency. In the US, listening skills are often associated with effective leadership and are highly valued in business and social settings. However, any communication style tends to be more direct and assertive, which can sometimes lead to interrupting or talking over others. American or British English also has a range of informal expressions and slang that can be difficult for non-native speakers to understand. Overall, listening skills are a crucial part of effective communication in any country or culture. To improve listening skills, it's essential to practice active listening, pay attention to nonverbal cues, and ask clarifying questions to ensure the understanding of the speaker's message correctly. Indonesian communication and listening style tend to be indirect, and people may use euphemisms or hints instead of directly stating their opinions or feelings. This can make it challenging for non-native speakers to understand the underlying message. The Indonesian language has many words and expressions that convey respect and politeness. Indonesians also tend to use nonverbal cues such as nodding, eye contact, and smiling to show that they are actively listening and engaged in the conversation. In formal settings, such as business meetings or academic lectures, Indonesians tend to be attentive and respectful towards the speaker, a range of skills, such as attention, perception, and interruptions are generally considered impolite. It is related to Brown's definition of the listening aspect in skills.

Brown defines listening as a student's spoken or written responses that indicate appropriate (or incorrect) auditory processing (Brown & Hudson, 1998). Listening skills are usual for all forms of efficient communication. When people try to listen effectively, communication is easy to misinterpret. Many students think listening to be the most difficult skill to master. However, there is a way to alleviate this stress. Concerning the issues raised above, the purpose of this research is to investigate the difficulties that Eleventh-Grade students face and to propose autonomous learning as a solution to alleviate those students'

pressure. Students require more practice and self-paced learning materials, particularly in the listening section. To do so, it means that the learning materials provide a large amount of exercise material and practices that enable learners to self-orientation, confidence, and autonomy to adapt to the situation they are or will face (Cookson & Rowlett, 2011).

Autonomous learning, initially introduced for language acquisition, has gained widespread recognition and application across various disciplines in higher education. (Betts G, 2021) defines an autonomous learner as someone who utilizes both divergent and convergent thinking to solve problems and operates with minimal external guidance in specific areas of interest. It is important to clarify that autonomous learning does not imply that students are entirely left to their own devices in developing their abilities. The extent of autonomy varies among students and contexts. Students who are aware of their untapped potential for learning and personal growth are highly motivated to take charge of their learning process. The level of maturity in decision-making plays a role in the quality of their choices. Students who have been actively involved in making decisions regarding their studies and activities are inclined to embrace autonomous learning. Those with an internal locus of control tend to make independent decisions (Gupta & Gupta, 2023). Autonomous learning is fostered by providing students with opportunities to set career goals, engage in self-directed learning, and self-assessment, and assume a sense of responsibility for their progress. This Autonomous research in listening comprehension will be conducted at SMKN 1 Bantul.

According to observations at SMKN 1 Bantul, one of the factors contributing to students' underachievement is a lack of motivation to learn English, particularly listening. The students were uninterested in listening to English audio. The students' low motivation was also due to a lack of vocabulary mastery. Furthermore, they lacked listening abilities. Although some of them spoke English quite well, they needed more time to understand the monologue because they didn't know how to listen to it effectively. As a result, they are poor listeners. As a result, some steps must be taken to address this issue. Characteristics of students SMKN 1 Bantul in thinking and intellectually in following English lessons can be categorized into 3 categories, namely having more intellectuals, very neutral thinking, and poor thinking skills. Of course, it will have an impact when students take English lessons, if they have more intellectual abilities then they are more responsive, or when learning is very fast, especially in listening sessions.

The purpose of this study is to determine which is there an impact of autonomous learning on students' listening comprehension? The results can then be used to help the teacher teach students at SMKN 1 Bantul. Overall, this research can be used to help teach English, particularly listening comprehension, by emphasizing autonomous learning as a component that may impact students' listening comprehension. This study or research is to know the Impact of Autonomous Learning on Listening skills comprehension. The outcome would be very beneficial for the teacher to assist the students with different teaching and learning. Henri Holec asserts that becoming an autonomous learner means being able to set goals, integrate strategies to achieve those goals, find specific resources, and access personal advancement is beneficial to learning and enhances success (Holec, 1981). Listening served as a major skill between speaking and writing because it is an activity for gathering information that is important for understanding a second language and as input for learning how to speak. In second language learning, listening is the Cinderella skill. It was popularized again in the 1980s with the rise of (Krashen, 1985) ideas about language comprehension. Second language acquisition research has boosted listening significantly by emphasizing the importance of comprehensible input. The most commonly used language skill in daily life is listening (Krashen, 2008). Based on the section above, the researcher would be intended to conduct research entitled "The Impact of Autonomous Learning on Students SMKN 1 Bantul in Listening Comprehension".

METHOD

Research design

This research is ex-post-facto research because the independent variables in this study are not controlled or given special treatment but only reveal facts based on measuring the symptoms that were present in the respondents before this research was carried out. This is following the opinion of Sugiyono who stated that Ex Post Facto research is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events to occur. This study uses basic logic, namely if x then y. In research, there is no direct manipulation of the independent variables (Sugiyono, 2010).

Quantitative research was used to understand the implementation of Autonomous Learning skills that affect students' listening comprehension skills. Describing a pattern means that a study can best reply to the research problem by determining the main tendency of individual responses and noting how this tendency varies among people. This will be used to conduct an investigation of autonomous learning to the participants' listening comprehension in SMKN 1 Bantul students' listening skills, which are hypothesized to be autonomous learners. Some quantitative research problems, on the other hand, necessitate that perhaps the researcher clarify how one variable impact another. It will be utilized to investigate the effects of autonomous learning on students' listening comprehension at SMKN 1 Bantul. A correlational approach, according to (Gay L Millis, 2000), entails gathering information to determine whether and to which extent a relationship exists among two or more quantifiable variables. Statistical regression, like statistical correlations (product-moment correlation coefficient), investigates the association or link among both variables (Geoffrey Marczyk, 2005). However, the main purpose of statistical regression is to predict or find the percentage of influence. In this study, two factors were included. Independent variables were autonomous learning (X1. The dependent variable in the study was the participants' listening comprehension (Y).

Population, Sample, Sampling Technique

This study's population consists of 38 classes, each with 35 - 40 students from class X PPLG XI at SMKN 1 Bantul in the education year 2022/2023. This research involved researchers and class X students of SMKN 1 Bantul. Because there are eight classes in the tenth grade, the researcher chose the students of class X AKL 2 with 36 students as the research subjects, where the action was carried out. Despite their lack of motivation to learn, they are generally cheerful students. Therefore, the researcher chose class X AKL 2 as the research subject with the aim of The Impact of Autonomous Learning on English listening skills in the classroom.

This research was conducted at SMKN 1 Bantul. The reason why the researcher conducted the research at SMKN 1 Bantul it's because the researcher collaborated research with another researcher but with a different objective. The researcher chose Class X AKL 2 it's because the students have diverse characters, some are very active and ordinary, and sometimes some don't care about English lessons. In the acceptance of learning English, especially in listening skills in the classroom. Not a few of them feel ashamed of listening to English in class, they feel insecure because they are afraid of being wrong in the English listening test.

Instrument

This research uses using questionnaire as an instrument for collecting the data. The questionnaire is adapted from (Zhang & Li, 2004) and (Gholami, 2016), The participants responded using a five-point Likert Scale. In answering the questionnaires, they were asked to choose whether they would never, rarely, sometimes, often, or always. The questionnaire consists of five levels for the interval scale for each question which are; 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always. This Questionnaire was adapted from a previous study, it is called The Impact of Autonomous Learning, and the reasearcher adapted it from a Journal called Self-assessment and Indicator from it. To avoid misunderstanding, the indicators and the items of the questionnaires are shown in the following Table 1:

Table 1. The Blue Print of Autonomous Learning Questionnaire

No	Indicators of Autonomous Learning	Item Number
1	Students are able to determine the objectives	1
2	Students are able to define the contents and progression	2,3,4
3	Students are able to select methods and techniques to be used	5,6
4	Students are able to monitor the procedure of acquisition	7,8
5	Students are able to evaluate what has been acquired	9,10
6	Self-direction	11,12
7	Independent Work in Language Learning	13,14
8	Importance of Class/ Teacher	15,16
9	Role of Teacher Explanation/Supervision	17,18

10	Language Learning Activities Outside the Class	19,20
11	Selecting Content	21,22
12	Intrinsic motivation	23,24
13	Assessment/ Motivation	25, 26
14	Interest in Other Cultures	27,28

The interval scale for the questionnaire consists of five levels in each question, they are shown in the following Table 2:

Table 2. The Scale of Assessment Respondents of Autonomous Learning

Interval Score	Autonomous Learning
5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

Data Collecting
To know hows the impact between the two variables, the researcher needs to collect the data. (Chaleunvong, 2009), data collection allows every researcher to collect information systematically about the sample of the research whether people, objects, or even phenomena in which they occur. Some steps in collecting the data will be explored as follows:
   a. Questionnaire
      The Questionnaire would be conducted before obtaining the score of Listening Comprehension from the teacher itself. The Questionnaire is given once time only. The purpose of this test is to measure the student's ability in Learner Autonomy. This test consists of 28 items in the form of a Likert Scale
   b. Listening Comprehension Score
      The Score of Listening Comprehension is collected from the teacher itself

Validity and Reliability
   In this study, the researcher used judgment experts by having to consult with an English teacher who was an expert to establish whether or not the instrument was accurate and valid.
   The logical validity test was carried out considering the size of the study population limited to only 36 students, so it is not possible to conduct trials separately. Therefore, researchers implement trials used, namely the implementation of trials carried out concurrently with actual research implementation and the results are directly used for further analysis.
   The researcher also uses Construct Validity, to seek construct validity by looking for a correlation between the values of the statement items with the total value obtained. From the results of the validity test using the SPSS 24 computer program in Table 3, it is found that for the Autonomous Learning variable, the number of valid items is 24, while the number of invalid items is 4.

Table 3. Valid and Invalid item Table 3. Valid and Invalid item

No	Research Variable	Number of Items	Valid Item	Invalid Item	Invalid Item number
1	Autonomous Learning	28	24	4	Q3, Q7, Q15, Q25

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.927	24

According to (Sujarweni, 2014) at least Cronbach's Alpha is 0.60. Table 5 shows that Cronbach's Alpha Autonomous Learning is greater than 0.60, the value is 0.927, which is quite high. Generally, a Cronbach's alpha of 0.6 or above is considered acceptable for research purposes, and values above 0.8 are considered good. The Cronbach's alpha based on standardized items is slightly higher at 0.913

Table 6. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X_AutonomousLearning	.103	36	.200*	.953	36	.131
Y_ListeningComprehension	.189	36	.002	.910	36	.070

a. Lilliefors Significance Correction

From the normality test results above, the Shapiro-Wilk significance value was obtained, namely the X_AutonomousLearning variable of 0.131 and the Listening Comprehension variable of 0.07 sig. The Shapiro-Wilk is high compared to a significance level of 5% (0.05) or sig > 0.05. This gives an illustration that the data of the two variables are normally distributed

Table 7. Linearity Test (ANOVA Table)

			Sum of Squares	Df	Mean Square	F	Sig.
Y_ListeningComprehension * X1_Autonomous	Between Groups	(Combined)	722.917	24	26.775	1.469	.296
		Linearity	2.431	1	2.431	.133	.724
		Deviation from Linearity	720.485	26	27.711	1.520	.277
	Within Groups		145.833	8	18.229		
	Total		868.750	35			

Based on the Significance Value (Sig)on Table 7: the Deviation from Linearity Sig value is 0.277, greater than 0.05. So, it can be concluded that there is a significant linear relationship between Autonomous Learning (X) and Listening Comprehension (Y) variables

RESULTS AND DISCUSSION

Results

The researcher aims to investigate whether there is a statistically significant relationship between the level of Autonomous Learning exhibited by the students (independent variable, X) and their Listening Comprehension performance (dependent variable, Y).

Table 8. Simple Regression Analysis

Variable	r and r2 count			t count		Coef	Sig.	Const	result
	R	R *square*	r_{table}	t_{table}	t_{count}				
	0.053	0.003	0.320	2.032	-.309	-.020	0.759	82.275	There is no significant impact

Table 9. Simple Regression Analysis SPSS 24

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82.275	6.074		13.545	.000
	X_AutonomousLearning	-.020	.064	-.053	-.309	.759

a. Dependent Variable: Y_ListeningComprehension

From the situation above, it very well may be portrayed that:
1. Table 9 from the calculation data by using significance value it shows that 0.759 is not significant
2. Table 8 it shows that the r count is smaller than on the r table (0.053> 0.320) it means there is no significant impact

The results of t, it is using Ms. Excel with formulas of =SUMTINV with Degrees of freedom (df) = n-k-1 = 36 -1-1 = 34, then it is obtained t table = 2.032. T count (2.032) is smaller than the result of the t table (-0.309), so the Autonomous learning has no impact on listening comprehension of class X AKL 2 Accounting SMKN 1 Bantul. The coefficient of determination r square is 0.003 which means 0.3% contributes to a very low significant impact of autonomous learning (x1) on listening comprehension (y).

Discussion

Based on the results of research that has been conducted on class X AKL 2 students SMKN 1 Bantul, Hypothesis Testing (X to Y), Autonomous learning not impact on Listening Comprehension class X students of the Department of Accounting SMKN 1 Bantul. As for the value of r count for = 0.053. While the r table is 0.320, because the value of r count < r table (0.053 <0.320), based on the t-test you get t count (2.032) smaller than the price of t table (-0.339), meaning that Autonomous Learning does not affect Listening Comprehension. Although it has been tested, its validity and reliability exceed Cronbach alpha of 0.927 which means it is very strong as well as the Significant and linear Normality and Linearity Tests, the effect is still not related.

The research conducted at SMKN 1 Bantul underscores the significance of autonomous learning among students, revealing a moderate to high level of self-directed behavior and the ability to take responsibility for their learning. This suggests that students have the potential to further enhance their learning outcomes by actively engaging in autonomous learning practices. To capitalize on this potential, students can be encouraged to embrace self-directed learning, set learning goals, and take ownership of their

educational journey. This holistic approach can contribute to students' overall language proficiency and provide a foundation for lifelong learning.

The implication of this study is further exploration of the factors influencing students' listening comprehension skills is necessary for a comprehensive understanding of language learning outcomes. Future research endeavors could delve into additional variables, such as the effectiveness of various instructional methods, the impact of specific teaching materials, and the influence of individual differences among students. A more holistic examination of these factors will contribute to a richer understanding of how to optimize listening comprehension instruction.

Furthermore, this study provides valuable insights into the impact between autonomous learning and listening comprehension among students at SMKN 1 Bantul. The implications highlight the importance of fostering autonomous learning skills and addressing the multifaceted nature of listening comprehension in language education. These findings can guide educators in designing effective instructional approaches and stimulate further research in the field.

CONCLUSION

The study revealed that the students at SMKN 1 Bantul exhibit a moderate to high level of autonomous learning, as evidenced by the mean values obtained from the questionnaire responses. This suggests that the students possess the ability to take responsibility for their learning and demonstrate self-directed behavior. Even listening comprehension with an overall average performance in listening comprehension. However, when examining the impact of autonomous learning on listening comprehension, the statistical analyses showed no significant impact. The simple regression from the calculation data above shows that the r count is smaller than on the r table (0.053> 0.320), then results of t, t table = 2.032. T count (2.032) is smaller than the result of the t table (-0.309), so the hypothesis reads: "Autonomous learning has no impact on listening comprehension of class X AKL 2 Accounting SMKN 1 Bantul. Furthermore, the significance value (2-tailed) was 0.759, which is greater than the accepted threshold of 0.05. Therefore, it can be concluded that there is no significant impact of autonomous learning on students' listening comprehension at SMKN 1 Bantul.

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