THE MULTIFACETED DIMENSIONS OF ENGLISH LINGUISTICS, LITERATURE AND EDUCATION

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THE EFFECTIVENESS OF AUTONOMOUS LEARNING IN INCREASING READING COMPREHENSION ACHIEVEMENT TO THE STUDENTS OF ENGLISH EDUCATION PROGRAM OF STAIN WATAMPONE

Muhammad Zuhri Dj.  
STAIN Watampone, Indonesia  
zuhrigbdije@gmail.com

Mariani  
STAIN Watampone, Indonesia  
mariani@gmail.com

Abstract: This study discusses about the effectiveness of Autonomous Learning in increasing reading comprehension achievement to the students of English Education Program of STAIN Watampone. The objectives of this research were to know the effectiveness of Autonomous Learning technique in increasing students’ reading comprehension and to know whether Autonomous Learning is interesting or not to the students. The result of the test was obtained to prove the hypothesis and to establish the validity, analyzed the value of t-observation. It was proved by the result of students’ test. The mean score obtained by the students in the post-test (21.27) was greater than the mean score of the students in pre-test (14.91). Besides, the data score of students’ interest which were taken using questionnaire showed that 10 students (45.45%) got very high category while 12 students (54.55%) got high category. It means that the students have high anxiety in this technique. Autonomous Learning Technique gave better result to improve the students’ reading comprehension achievement.

Keywords: the effectiveness, autonomous learning, reading comprehension, achievement

INTRODUCTION

The fundamental goals of reading activity is to know enough scientific concepts and to know the interpretation of the language. Tierney (1990: 12) states that the basic goals of reading are to enable the student to gain an understanding of the world and themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehender.

Related to the description explained above, comprehension should be considered as the heart of reading instruction, and the major goal of that instruction should be the provisions of learning activities that will enable students to think about and react to what they read. Students need comprehension skill that can help them to get the meaning from reading materials. However, the many students are still low in comprehending the reading material. There are many research results indicate that most of Indonesian students still find difficulties to comprehend English textbook. Muhammad Anas (2008: 1) claims that the difficulties come from many factors, such as the negative reading attitude, the lack of interest, reading knowledge, reading skill, and reading strategies (Muhammad Anas: 2008: 1). The other problems found by students such as shortage of prior knowledge, lack of vocabulary, and sort of the text. For example, in university level, there are many kinds of reading material such as magazine, brochure, and advertisement, which are used
to deliver to the students and they are expected to understand them.

To solve this problem, there should have technique to increase the students’ interest to learn reading skill. Therefore, Autonomous Learning was chosen by the researcher to be examined in this campus to increase the students’ reading comprehension achievement. Nowadays, Autonomous Learning is becoming more and more important in studying English because it not only can help students to improve their comprehension in reading but also develop their self-consciousness, vision, practicality, and freedom of discussion. These attributes serve to aid the students in their independent learning.

To make the Autonomous Learning successful, the teachers should know the students’ preference learning style when they conduct the teaching learning process. There are three kinds of learning style that promoted by Scharle and Szabo, namely: auditory (hearing), visual (seeing), and kinesthetic or sensing bodily movement (Agota Scharle and Anita Szabo, 2000: 17). Each student has her or his own style and tends to prefer one style. Particularly in learning activity, students sometimes unconsciously perform their learning style. It proves by a study done by Rose Colin and Nicholl that more than 5,000 students in the United States, Hongkong, and Japan, the fifth until the twelfth class, showed preference in visual learning is 29 %, auditory learning is 34 %, and kinesthetic learning is 37 %. However, most of them tend to prefer visual learning style when they have grown into an adult. (Janghyun, 2012)

In this case, the researcher chose the second group at the sixth semester English Education Department to be observed. This group was chosen because in this level, they have been taking lecture of reading in regular class and the researcher assumed that they have known many vocabulary items. It means some inhibiting factors like the lack of vocabulary items can be reduced when doing research. Therefore, the researcher hoped this technique could be applied successfully, especially in real class of reading subject at STAIN Watampone. The objectives of this research were to know the effectiveness of Autonomous Learning technique in increasing students’ reading comprehension achievement of the second group of the sixth semester English Education Department of STAIN Watampone; to know whether Autonomous Learning is interesting or not to the students of the second group of the sixth semester English Education Department of STAIN Watampone.

The scope of the research was limited to the teaching of English especially in reading comprehension to the students of the second group of the sixth semester of English Education Department of STAIN Watampone by application of Autonomous Learning. This study was restricted to the application semi-Autonomous Learning in reading comprehension which refers to preference of learning style. It involved three basic types of learning styles, namely (1) visual: learning by seeing and looking, (2) auditory: learning by hearing and listening, and (3) kinesthetic: learning by touching and doing. To learn, the learners depended on their senses to process the information around them. Commonly, most people tend to use one of their senses among the others.

Autonomous Learning

Pacing with the development of science and technology, knowledge is being replaced faster and faster. The students nowadays must be cultivated into lifelong learners to adjust themselves to the times of knowledge explosion. Therefore, Autonomous Learning becomes more and more important in learning, especially for the students at college. Autonomy is about people taking more control over their lives – individually and collectively. Furthermore, Dickinson in Nunan (1996: 155) accepts the definition of autonomy as a “situation in which the learner is totally for all of the decisions concerned with his or her learning and implementation of those decisions.”

Autonomy in learning means people taking more control over their learning in or out classrooms and autonomy in language learning.
means people taking more control over the purposes for which they learn languages and the ways in which they learn them. Autonomy in learning is achievable if all the members of a class cooperate and help one another, including teachers and students. By applying Autonomous Learning as teaching technique, the classroom will be designed communicatively based on the students’ need and interest. The practice of Autonomous Learning which plays the communicative activities is believed as the solution to break some difficulties in teaching English as a foreign language particularly reading skill at university level. This technique leads students to be active learning from the passive learning. Ellis and Sinclair in Ozgur Yildirim (2012) state that “Autonomous Learning helps learners taking on more responsibility for their own learning because learning can be more effective when learners take control of their own learning because they learn what they are ready to learn; those learners who are responsible for their own learning can carry on learning outside the classroom; and the learners who know about learning can transfer learning strategies to other subjects.

Kinds of Autonomous Learning

Dickinson in Nunan (1996: 155) stated that there are two kinds of Autonomous Learning, namely:

1. Full Autonomous Learning (FAL)

Full autonomous means a situation in which the learner is very responsible for all of the decisions concerned with his or her learning and the implementation of his or her decisions. In full autonomy, there is not involvement of a teachers or institution. Moreover, the learner has to prepare material by his or her own self. However, it is seldom to be applied because it will be very difficult for students to study and prepare their materials without their teacher’s help.

2. Semi Autonomous Learning (SAL)

In this case, the students lead to learn actively. It means the students should be encouraged to do some learning by doing on their own learning preference under the teachers’ guidance. At the same time, the teachers should adopt a new teaching technique to complete the transition from the teachers-centered teaching model to the student-centered one. Moreover, the teachers’ role has changed in this process, but just partially not totally.

Application of Autonomous Learning Activity

1. Teachers’ Role in Autonomous Learning Activity

According to Franklin (2012), to make learner autonomy a reality, teachers should seek to develop students “higher mental processes”. He distributed these key points that should be made as a part of teaching and course design for Autonomous Learning to become a reality, they are:

1) An understanding of the learning process – reconstruction of self as reflective learner (that is to say, not the empty vessel, isolated learner model).

2) Clear identification of course/session learning objectives.

3) Lecturer/students identification of students’ initial knowledge.

4) Establishing learner partners in modules – for exploration of ideas, shared essay reading through skimming and scanning.

5) Identifying key and extended reading and ensure availability for students – handouts, library, and internet.

6) Identifying the key written demands.

7) Providing opportunity for written feedback of learning – use of logs, conferencing.

Related to teachers’ role in conducting Autonomous Learning, the teachers should design his or her teaching plan elaborately to attract the students to be involved in the teaching activities. Wangxin (2012), the teachers can apply the strategy in teaching as follows:

1) Setting up classroom collaborative learning.
2) Choosing the charming topics for discussion.
3) Mobilizing the enthusiasm of the whole class by top students.
4) Organizing a variety of classroom activities.
Thus, in order to be competent teachers, they should be characterized as the following:
1) Being in high spirit all the time.
2) Loving the students.
3) Having strong sense of responsibility.
4) Knowing some modern teaching methods.
One of the most important roles of teachers in an Autonomous Learning is a facilitator. Teachers are also in charge of motivating students to remain on the Autonomous Learning road. Because the role of the teachers as supporting scaffolding and creating room for the development of autonomy is very demanding and very important.

2. Students’ Role in Autonomous Learning
The application of Autonomous Learning involves students’ activation. This technique emphasizes on learner centered. Therefore, the students have role in this activity. Wangxin (2012), the students can learn how to learn autonomously under the guidance of the teachers as stated below:
1) Be able to use different channels to get as much information as possible.
2) Be active in the process of classroom learning.
3) Be ready to take certain charge of his or her own learning.
4) Overcome to the complete dependency on teachers.
5) Learn to impose his or her self-discipline.
6) Learn to monitor his or her own learning process.

METHODOLOGY
The method used in this research was quantitative method because the researcher conducted the data in form of number. And, this research used experimental design with one group in the pre-test and post-test design. In collecting data, the researcher used pre-test and post-test to measure the effectiveness of Autonomous Learning Technique. The instrument of the research used a reading test in multiple choices. The students were asked to understand a reading text by answering some questions that were related to the reading text. The number of questions given in pre-test and post-test was 30 questions. Besides, the researcher also gave a list of questionnaire to the students to know their interest about Autonomous Learning Technique. The questionnaires consist of 20 questions. The researcher used Likert Scale to examine the students interest after being taught by using Autonomous Learning Technique.

Procedure of Data Collecting
The procedure of collecting data was presented in chronological order as follows:
1. Reading test
To collect the data, the researcher did some steps based on the procedures below:
a) Pre-test
Before doing the treatment, the students were given pre-test to know their basic achievement in reading. The purpose of giving pre-test to know the students’ ability in comprehending some text. In this test, the researcher spent 90 minutes to do it.
b) Treatment
At first, the researcher gave the students pre-test to identify their understanding about reading comprehension. After that, the researcher distributed questionnaires to identify students’ learning style. Then, the students were grouped and treated based on their learning style, namely visual, auditory, and kinesthetic. In the teaching and learning process, there were eight meetings and the researcher spent 45 minutes for each meeting.
c) Post-test
After completing the meetings, the post-test were given to the students. The result of pre-test and post-test were
calculated in order to measure whether or not the students got progress in reading comprehension toward the application of Autonomous Learning. The post-test given to the students was same with the pre-test.

2. Questionnaire

The students were given the first questionnaire before the treatment to categorize the students' preference learning style. The second questionnaire was about students' interest, which was given after giving the post-test or the last section of data collection procedures.

Technique of Data Analysis

1. In analyzing the data, the researcher employed some steps (Suharsimi Arikunto, 2002) as follows:
   a. Scoring the students' correct answer of pre-test and post-test.
   b. The result of the pre-test and post-test was classified into some score (Depdikbud in Mutmainna, 2009: 31) as follows:
      Score 9.6 - 10: Excellent
      Score 8.6 - 9.5: Very Good
      Score 7.6 - 8.5: Good
      Score 6.6 - 7.5: Fairly Good
      Score 5.6 - 6.5: Fairly
      Score 3.6 - 5.5: Poor
      Score 0 - 3.5: Very Poor
   c. Finding out the mean score of each test (Hartono, 2004: 30), by using the following formula:
      \[ M = \frac{\sum x}{n} \]
      Where: \( M \) : mean score
      \( \sum x \) : The sum of all scores
      \( n \) : The number of students
   d. Calculating the frequency and the rate percentage of the students' score (Gay in Mutmainna, 2009: 32):
      \[ p = \frac{f_i}{n} \times 100\% \]
      Where: \( p \) : Percentage
      \( f_i \) : Frequency
      \( n \) : The total number of students
   e. Calculating the Standard Deviation of the students' score in pre-test and post-test by using the following formula:
      \[ SD = \sqrt{\frac{\sum x^2 - \left( \sum x \right)^2}{N}} \]
      \( SD \) : Standard deviation
      \( \sum x^2 \) : The sum of all the square
      \( \left( \sum x \right)^2 \) : The square of the sum
      \( N \) : The total number of students
   f. Finding out the significant different between the pre-test and post-test by calculating the value of the test.
      \[ D = \frac{\sum D}{N} \]
      Where:
      \( D \) : The mean of the different score
      \( \sum D \) : The sum of all scores
      \( N \) : Number of students
   g. Calculating the value of t-test of the hypothesis concerning the difference between pre-test and post-test using the following formula:
      \[ t = \frac{\bar{x}_1 - \bar{x}_2}{S_{\bar{x}}} \]
      Where:
      \( t \) : test of significance
      \( \bar{x}_1, \bar{x}_2 \) : the difference of mean score
      \( S_{\bar{x}} \) : the sum of the difference score
      \( N \) : total numbers of sample.
   h. Deciding the significance of Autonomous Learning Technique in increasing students' reading achievement:
      \( T_{test} \geq T_{table} \): Having significant influence
      \( H_0: \mu_1 = \mu_2 \) or P-value < 0.05
      \( T_{test} \leq T_{table} \): Having no significant influence
      \( H_1: \mu_1 \neq \mu_2 \) or P-value \( \geq 0.05 \)

2. Questionnaire

The researcher gave questionnaire to the sample of the research after giving post-test. The questionnaire was used by the writer was based on the Likert Scale. The options for the statement that was used; strongly agree, agree, undecided, disagree, and strongly disagree. In this case, the questionnaire consisted of 20 statements, where 10 positive
statements and 10 negative statements. The aim of questionnaire that was used by the researcher was based on the Likert Scale to know the interest of students in increasing their reading comprehension through Autonomous Learning.

The data from questionnaire were analyzed using Likert Scale (Nana Syaodih Sukmadinata, 2005: 240) as follows:

<table>
<thead>
<tr>
<th>Table 1. Likert Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive statement score</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

The data which were taken from questionnaire show the percentage of students' interest in learning reading through Autonomous Learning. The rating scores were from 16 to 100 intervals. The questionnaire employed 5 categories. The interval of the students' interest on the questionnaire (Hasan Basri, 2012: 29) were seen as follows:

<p>| Table 2. Interval score of the students' interest |
|------------|---------------------------------|</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>84-100</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>67-83</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>50-66</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>33-49</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>16-32</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

DISCUSSION

In this discussion, there are two sections. The first section deals about data analysis and discussions on the students' reading comprehension achievement. The data consist of the result of the students' pre-test, post-test, mean score, standard deviation, test of significance, and inferential analysis. The second section deals about the data analysis and discussions on the students' interest of Autonomous Learning Technique. The data consist of the result of questionnaire.

The Students' Reading Comprehension Achievement

The students' reading comprehension achievement deals with the rate percentage of the students' score obtained through test, mean score, standard deviation, test of significance, and the result of inferential analysis.

1. The rate percentage of the students' score obtained through test are presented below:

<p>| Table 3. The Frequency and Percentage of the Students' Achievement on Pre-test |
|---------------------------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Interval score</th>
<th>Classification</th>
<th>Pre-test Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9.6 - 10.0</td>
<td>Excellent</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>8.6 - 9.5</td>
<td>Very good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>7.6 - 8.5</td>
<td>Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>6.6 - 7.5</td>
<td>Fairly Good</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>5.6 - 6.5</td>
<td>Poor</td>
<td>7</td>
<td>31.82%</td>
</tr>
<tr>
<td>6</td>
<td>3.6 - 5.5</td>
<td>Very Poor</td>
<td>13</td>
<td>59.09%</td>
</tr>
<tr>
<td>7</td>
<td>0-3.5</td>
<td>Very Poor</td>
<td>2</td>
<td>9.09%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows that before treatments were conducted, most of students were in poor classification with the highest rate percentage was 59.09%. Meanwhile, none of them was in excellent classification. It indicates that before the treatments were given, the level of the students' reading comprehension achievement was categorized into poor classification. It means that before treatment, the students' level in reading comprehension is not satisfy.

Before conducting treatment, the researcher distributed questionnaire to know the students' preference learning style. There were three types of learning style in this research. They were visual, auditory, and kinesthetic learning.
style. Based on the result of the research, six students were categorized as visual learners, twelve students were categorized as auditory learners, and four students were categorized as kinesthetic learners. The classification of the students' score after being given treatments are presented below:

Table 4. The Frequency and Percentage of the Students' Achievement on Post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Classification</th>
<th>Post-test</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9.0 - 10.0</td>
<td>Excellent</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>8.6 - 9.5</td>
<td>Very good</td>
<td>2</td>
<td>9.09%</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>7.6 - 8.5</td>
<td>Good</td>
<td>3</td>
<td>13.63%</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>6.6 - 7.5</td>
<td>Fairly Good</td>
<td>15</td>
<td>68.18%</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>5.6 - 6.5</td>
<td>Fairly</td>
<td>1</td>
<td>4.55%</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>3.6 - 5.5</td>
<td>Poor</td>
<td>1</td>
<td>4.55%</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>0.3 - 3.5</td>
<td>Very Poor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>22</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

After getting treatment for several meetings, the students' scores increased. It is shown in the table 4. Two students got very good, three students got good, fifteen students got fairly good, one student got fairly, and one student got poor. The students who got poor decreased from thirteen to one student. It means that Autonomous Learning Technique successfully increases the students reading comprehension achievement.

2. Mean score and standard deviation
There is a significant improvement of students' reading comprehension after comparing the result of pre-test and post-test which have been presented in both of the tables (table 3 and 4). It is supported by the fact that the mean score of post-test is higher than of pre-test.

Table 5. Mean Score and Standard Deviation of the Students Pre-test and Post-test

<table>
<thead>
<tr>
<th>Test</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>14.91</td>
<td>21.27</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.84</td>
<td>0.7</td>
</tr>
</tbody>
</table>

The table above shows that Autonomous Learning Technique successfully improves students' reading comprehension of the second group of the sixth semester English Education Department of STAIN Watampone. The mean score of the result of the students' pre-test was 14.91 and the mean score of the result of the students' post-test was 21.27. Besides, the students' standard deviation of pre-test was 0.84 and the standard deviation of the post-test was 0.7. It means that the standard deviation of post-test was higher than the standard deviation of pre-test.

3. Test of significance
In order to know whether or not the mean score was different from two tests (pre-test and post-test), the writer used test of significance. Commonly, it is known as T-test. T-test value is used to know whether there is or not significant difference between pre-test and post-test in reading comprehension achievement through Autonomous Learning Technique at the level of significance 0.05 or 5% where N= number of students (22), sample: 22-1 = 21. The following table shows the result of the t-test classification:

Table 6. T-test of the Students' Reading Comprehension Achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>T-Test Value</th>
<th>T-Table Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>X-Y</td>
<td>7.85</td>
<td>2.080</td>
</tr>
</tbody>
</table>

Based on the table 7 above, the researcher concludes that t-test value is greater than t-table (2.080<7.85). It can be assumed that the students' reading comprehension achievement has been improved successfully.

4. Inferential analysis
Inferential analysis is answered by using t-test and the result was analyzed based on the research hypothesis.

The Students' Interest of Autonomous Learning Technique
The questionnaire was distributed to the students in the last meeting to know their interest after being taught by using Autonomous
Learning Technique. The data show that Autonomous Learning interest the students of the second group of the sixth semester English Education Department of STAIN Watampone. This is indicated by the students’ scores of the questionnaire as shown in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval score</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>84-100</td>
<td>Very high</td>
<td>10</td>
<td>45.45%</td>
</tr>
<tr>
<td>2</td>
<td>67-83</td>
<td>High</td>
<td>12</td>
<td>54.55%</td>
</tr>
<tr>
<td>3</td>
<td>50-66</td>
<td>Moderate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>33-49</td>
<td>Low</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>16-32</td>
<td>Very low</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table 7 given before, it shows that the students of the second group of the sixth semester English Education Department are highly interested in Autonomous Learning Technique. Ten students got very high category and twelve students got high category. Based on the students’ score of questioner, it is found that the highest score is 89 which is categorized as very high and the lowest score is 72. Further analysis shows that the mean score is 82.86 which is as high interesting category. Therefore, the researcher concludes that the data indicate that Autonomous Learning Technique is highly interesting especially for the students of the second group English Education Department of the sixth semester.

CONCLUSION

Based on the research, it can be concluded that Autonomous Learning Technique helps the students of the second group of the sixth semester English Education Department of STAIN Watampone to improve their reading comprehension achievement. Based on the data, the mean score of pre-test is 14.91 and the mean score of post-test is 21.27. It means that the score of the students after getting treatment increases 6.36. The standard deviation of the students pre-test is lower than the result of the student’s post-test. It means that the value has positively increased. Therefore, Autonomous Learning Technique successfully increases the students reading comprehension achievement. The interest of the students studying through Autonomous Learning according to the result of the questionnaires which have been distributed shows that most of the students appreciate this technique by getting very high and high category. The number of students who get these categories are 10 students (45.45%) and 12 (54.55%) students get high category. No one get moderate, low and very low. Therefore, it can be concluded that Autonomous Learning Technique is highly interesting especially for the students of the second group of the sixth semester English Education Department of STAIN Watampone.

REFERENCES


