The Correlation between Students’ Learning Autonomy and Learning Achievement of Undergraduate Students Majoring a Foreign Language

Written By:
Yulian Juita Ekalia S.Pd
8212712027

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
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Written By:
Yulian Juita Ekalia S.Pd
8212712027

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GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
Statement of Authenticity

I declare that this thesis is my own writing and it is true and correct that I didn't take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, September, 12th 2017

Yulian Juita Ekalia
(8212712027)
APPROVAL SHEET

(1)

This thesis entitled “The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language” which is prepared and submitted by Yulian Juita Ekalia (8212712027) has been approved and accepted as a partial fulfillment of the requirements for the Magister Pendidikan Bahasa Inggris in Pascasarjana Widya Mandala Catholic University by the following advisor:

Prof. Dr. Agustinus Ngadiman
Advisor
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I also declare that I agree to submit my thesis entitled "The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language" to Widya Mandala Catholic University library and fully understand that it will be made public via internet and other uses of online media.

Surabaya, September 12th, 2017

Yulian Juita Ekalia S.Pd
8212712027
Thesis Examinator Board’s Approval

(2)

This thesis entitled “The Correlation between Learning Autonomy and Learning Achievement of Undergraduate Students Majoring A Foreign Language” which is prepared and submitted by Yulian Juita Ekalia (8212712027) has been approved and examined by the Thesis/Dissertation Board of Examiners.

Dr. V. Luluk Prijambodo, M. Pd
Chairperson

Dr. Ignatius Harjanto, M.Pd.
Secretary

Prof. Dr. Agustinus Ngadiman
Member

Prof. Dr. J. S. Ami Soewandi
Director
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ABSTRACT

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Prof. Dr. Agustinus Ngadiman

Key words: Learning Autonomy and Learning Achievement.

In language learning the term autonomy has been known in educational field and research since 1970s. Additionally, the implementation of learning autonomy in language teaching has become a prominent issue too. Nowadays, learning autonomy becomes a goal in educational field in which it leads to each individual develop a sense of responsibility on his/her own learning and become aware and be ready to take some roles from the lecturers or teachers to enjoy the freedom of his/ her own learning. Besides becoming a goal of education, learning autonomy is one of the learning strategies in learning a foreign language. Surya (2003) pointed out that learning autonomy is process of directing the learners’ self-motivation to develop the potential in learning of an object without any pressure or external influences. Therefore, by having this kind of learning the learners will enjoy learning a foreign language independently without any pressure.

Furthermore, it is expected that the learners who set their strategy are able to achieve great academic success in the form of GPA (Grade Point Average). Therefore, this study investigated the correlation between English Department students’ learning autonomy and English Learning Achievement in Widya Mandala in a sample of 199 undergraduate students studying at the English Department in Widya Mandala University by means of questionnaire and Grade Point Average of Undergraduate Students. The data of this study were analyzed by Pearson Product Moment Correlation with SPSS version 16.0. Then, the result revealed that the level of students’ learning autonomy is autonomous however, the correlation between learning autonomy and language learning achievement was low. It indicates that when variable X increases, variable Y decreases in general and vice versa. In this case, learning autonomy is not parallel to learning achievement. Students who were autonomous could have low or high achievement. There are many factors which affect students’ learning achievement.