

INVESTIGATING THE STUDENTS' AUTONOMOUS LEARNING STRATEGIES AND CHALLENGES IN IMPROVING THEIR READING COMPREHENSION SKILL AT INSTITUT PARAHIKMA INDONESIA

Masyita Opier^{1*}, Fatmawati Akhmad¹, Sri Mulyani¹

¹Institut Parahikma Indonesia

*e-mail: opiermasyita@gmail.com

ABSTRACT

Study aims to identify and investigate students' self evaluation of reading comprehension skills and students' attitude toward learner attitude, The study also aims to explore the students' strategies and challenges of autonomous learning in improving their comprehension skills. This study used a mixed method explanatory (quantitative and qualitative). The participants in this study consisted of 17, 10 of the 4th semesters and 7 of the 6th semester students at Institut Parahikma Indonesia. The research instruments were in the forms of questionnaires and interviews. The results of this study reveal that the products of this research are divided into two phases, namely strategies and challenges for independent students in improving their reading comprehension. There are six strategies used by students: (a) expansion strategy: reading repeatedly, expanding factual references, reading relevant topics, looking for keywords and reading a lot. (b) collaboration strategies: asking for the opinions of others, exchanging information obtained from the internet, and collaborating. (c) conceptualization strategies: using mind maps, using underlines, making summaries, and making small notes. (d) preparation strategies: re-reading, allocating time for reading every day, marking important points during reading before entering class, and checking their understanding of the text by referring to their notes. (e) participatory strategy: reading all the materials needed by lecturers, participating in classes such as presentations and debates, preparing for the upcoming exams. (f) planning strategy: making summaries, asking the lecturer, preparing notes to record important things, asking friends' opinions, and increasing difficulty in reading. There are six challenges faced by independent students in improving reading comprehension skills, including (a) Technical problems: poor connection, lack of quotas, and limited access to quality reading content. (b) Social media distraction: distracted by social media, and lack of focus, (c) Time management: lots of assignments, difficult to allocate time when learning to read (d) Lack of self-motivation: reading gets boring quickly, environmental influences, (e) Lack language skills: lack of vocabulary, hearing, and lack of grammatical competence (f) Challenges in an unsupported learning environment outside the classroom: lack of peer support for learning together (environment), lack of attention from both parents, and no support system closely in improving reading learning (friends).

Keywords: *Reading comprehension, autonomous learning, strategies and challenge*

1. INTRODUCTION

Reading is the process of looking at a series of written symbols and getting meaning from them. Hadfield (1999) states that reading is a receptive skill for receiving information. However, the complex process of reading also requires speaking skills so that we can pronounce the words

we read. In this sense, reading is also a productive skill for receiving and conveying information. During the reading process, the text symbols such as letters, punctuation, and spaces are perceived through eyes. Later, the brain will convert them into words, sentences, and paragraphs that communicate something to others.

Reading is the skill that has to be mastered because by mastering reading students can help master other skills. However, being good at reading is not an easy task. As Hamra and Syatriana (2015) noted, English in Indonesia is a foreign language which makes most students of all educational levels experience difficulties in reading English. Kweldju (2015) adds that many students tend to be lazy in reading because they have low motivation to read, causing them to become incompetent readers. Therefore, students should be encouraged to develop their learning strategies to become autonomous learners. Additionally, by becoming autonomous learners, specifically in improving reading, students will be able to build their skills in becoming competent readers which will help them in every walk of life.

Moreover, as mentioned above, reading is not an easy task and it is even more difficult for EFL students who need to read English texts which are significantly different from their mother tongue. This adds to the urgency to why reading skills need to be improved. First, many students need to read English texts to master other aspects of the language. Second, better readers usually increase their vocabulary through reading and become more familiar with the grammar of the language they are reading, which is useful for language acquisition. Additionally, having access to quality reading material can serve as a springboard for engaging language learning that utilizes a variety of language skills by introducing interesting subjects, sparking debate, inspiring original responses, and stimulating discussion.

However, to be more skilled in reading can be achieved by practicing students' autonomy. Autonomous learning is behavior that shapes the character of students to become autonomous learners responsible for their education in setting goals, methods, monitors, and evaluations used. According to Holec (1981), taking ownership of one's learning entails taking responsibility for all decisions made regarding all aspects of learning, including setting goals, choosing methods, and assessing results. Being an autonomous learner requires students to be aware of the responsibilities they assume. Students' awareness of being independent is an important responsibility for themselves in determining their learning objectives by their target learning abilities, as well as in reading, which requires students' awareness of increasing student literacy in reading to interpret the author's intent or from the contents of the text read.

Carrell and Eirrhoid (1989), as referenced in Channuan and Wasanasomsithi (2012) state that autonomous learning and reading abilities are significantly related. This shows that integrating blended learning and extensive reading instructional approaches can successfully promote learner autonomy in EFL students. According to Dafei (2007), a learner's achievement will be higher the more autonomous he is.

Students will never be able to fully carry out autonomous learning without encountering difficulties. For example, lack of self-motivation, difficulty in time management, and technical problems in using technology to internet access that does not support student learning (Kumar, 2015). The challenges above are some of the elements faced by students. When the lack of factors in the provision of materials, tools, or support from various elements will affect student autonomous in learning, as explained above, internal and external factors become the main supporters of students in dealing with the obstacles students face when implementing independent learning. An unsupportive learning atmosphere, such as the lack of facilities provided by parents, and lack of support from family, friends, etc., are external factors that reduce student learning motivation. Another internal factor that affects students' learning is their internal motivation, as independent learners need to have intention, responsibility, and internal motivation to advance in their learning (Permatasari & Arianti, 2016).

Based on the thoughts above, in this situation, students must become autonomous individuals who provide opportunities for students to plan their learning and apply the learning strategies they choose to use in understanding what they read and the students must also know the

elements of each challenge they face to be able to reach it so that students are aware of which ones must be recapitulated from each challenge they face. This concept will add steps in increasing student learning autonomous in improving students' reading comprehension skills.

The main variable in this study is focused on finding out students' autonomous learning strategies in improving their reading comprehension skills and the challenges they meet while implementing these strategies. The participants of the research are Institut Parahikma Indonesia's English Education Department students because they have had reading as their course subject in their previous semester. Furthermore, the participants came from various different background with varied kinds of English proficiency.

This phenomenon attracted the attention of researcher to analyze autonomous learning in tertiary institutions, with a focus on English classes in the fourth and sixth semesters at the Institut Parahikma Indonesia. Topic concerning student autonomy in developing students' reading comprehension skills will be interesting to research as it may shed a new light to this research field. In line with this, it appears that most English students have a low interest when it comes to reading. Therefore, the results of this study are expected to contribute to and support autonomous learners to improve their English reading comprehension skills as well as teachers of English to improve students' autonomy.

Autonomous Learning Strategies

Esteban, Ruiz and Cerezo (1996) consider that strategy is an activity that has been consciously managed, and a process that is intentional to be developed by the students themselves. This learning strategy is related to metacognition which involves the deliberate and flexible selection of resources and abilities, as well as the planning and evaluation of actions or procedures.

Strategy is a process that involves decision-making and procedural knowledge about the most acceptable steps students must choose to set up a task. The strategy involves strategic behavior, planning, and evaluation to achieve development in achieving learning objectives.

Students can develop independent learning through the use of appropriate strategies. Students will be responsible and manage their learning process, which will result in the acquisition of student abilities. To achieve this, students must acquire a variety of strategies, which will be selected based on the characteristics of each student. The following strategy, put forward by López (2010). as follows:

- a. Expansion strategy, aimed at increasing students' information skills to broaden the range of teaching resources students receive in class, this refers to other physical or digital bibliographical sources, using the internet, and engaging in complementary activities, all to broaden and increase understanding of some concepts. These strategies are aimed at cultivating students' comprehension competence, which is expressed in students' ability to search for information to expand what students receive in class.
- b. The collaboration strategy refers to the knowledge and utilization of all the resources offered by the education sector in schools. Collaborative work with classmates is carried out by exchanging summaries, materials, and information from the internet to complete assignments.
- c. Conceptualization strategy involves using various knowledge organizers, including schematics, mind maps, concept maps, synoptic charts, and comparative charts, as well as generating summaries using reading comprehension techniques such as underlining, summarizing, etc. These conceptualization strategies will help you develop independent learning.
- d. Preparatory strategies and independent learning will be developed and achieved because students are the main role of learning and this process begins with students planning their academic activities and the time to be allocated for study and academic assignments and ends with students conducting self-evaluations of the learning process.
- e. Participatory strategy refers to independent learners who recognize the need to actively participate in the learning process by reading all the material provided by the teacher, taking part in activities such as presentations and debates in class, and preparing for exams, among others.

- f. Planning strategy relates to the attitudes and actions of students in the class such as participating actively in class, noting the explanations given by the teacher or input or opinions of classmates, writing down their doubts then clarifying them using expansion strategies. Finally, this strategy tries to get students to test the knowledge they have acquired.

Challenges in Implementing Autonomous Learning

The students who have independent access have more freedom to choose and use learning strategies that best suit their preferred learning style. However, due to several difficulties, some students with a traditional mindset find it difficult to adapt to independent access and learning media, both virtual and non-virtual learning media.

The first challenge facing autonomous access is a technical one. (Kumar, 2015). Many students are at a disadvantage because they lack computers or internet access, which prevents them from having independent access to resources.

The second challenge facing autonomy relates to students' computers and digital literacy. While some students may be skilled with social media tools, some lack the technical knowledge to use their resources effectively to improve their language comprehension skills.

The third challenge that students face when using self-directed learning is time management. Young teenagers or students often have day-to-day obligations or daily schedules, which may hinder them from pursuing self-access learning.

The fourth challenge includes students' difficulty in following the teaching and learning process because they lack language skills, according to Alonazi's research (2017). A teacher will think that students will ask him for an explanation if they do not understand the information presented in English. The inability to communicate more during learning activities makes it more difficult for teachers and students to do so. Students become dependent on other people because they become accustomed to receiving food from their teacher as a result of this. (Alonazi, 2017; Fidyati, 2016).

The last challenge in autonomous learning is that the non-supportive learning environment outside the classroom has been identified as one of the problems for students to maintain learning activities.

Reading Comprehension Skills

Reading has several skills that must be considered. This will help you successfully understand the reading material. According to Oxford (in Gilani et al., 2012), there are six skills that contribute significantly to reading comprehension:

The first prediction. The use of previous knowledge to infer the meaning or message of a text from a topic, construction, and keywords. Training students to use these skills ensures active involvement and makes reading practice easier (Nuttall in Izquierdo Castillo & Jiménez Bonilla, 2014).

The second skimming. Relates to getting the main idea of a text without reading all the words. Nuttall (1996) explains, skimming is skimming text quickly to get to the point. In skimming the reader is not looking for specific information, only general information to understand and get information from the contents of the text.

The third scanning. Involves searching for specific information. Hedge (2003, p. 195) quoted in Ha (2021) defines that scanning is related to searching for "specific information, for example, relevant times on schedules, items in directories, or key points in academic texts".

The fourth inferring. Inference refers to the act of reading between the lines, which means that the reader must know how to get the message out of a word or sentence in a text. Inference is defined as the interaction between words in a sentence or phrase or between sentences or phrases.

The fifth guessing the meaning of new words. This refers to students' ability to find new meanings or interesting words by inferring them from context without using a dictionary.

The last self-monitoring. This refers to awareness of readers to organize their reading and use strategies to help students solve problems in reading.

2. METHOD

The researchers applied a sequential explanatory mixed method approach in this study. According to Mills and Gay (2016), the term “mixed methods” refers to the collection and combination of quantitative and qualitative data analysis. In a mixed method sequential explanatory design, quantitative data is first collected and then followed by qualitative data (Mills & Gay, 2016). In this study, quantitative data were obtained through a questionnaire consisting of 28 questionnere aiming to find out the level of students' self-evaluation in their reading comprehension skill and the students' attitudes toward autonomy in improving their reading comprehension skills. Furthermore, interviews were conducted to find information more in-depth information from selected participants concerning strategies used and challenges faced by the students in carrying out independent learning to improve their reading comprehension skill.

This research was conducted at Institut Parahikma Indonesia where the researcher and the prospective participants are studying. It is located at Jl. Mustafa Dg. Bunga, No.191, Somba Opu, Gowa. Makassar. South Sulawesi.

The population of this research was the English Education Department (TBI) students. The sample in this study consisted of 17 participants, consisting 10 of the fourth-semester students and 7 of the sixth semester students. Furthermore, the selection of the sample was done through the purposive sampling technique.

3. RESULTS

The purposes of this study were to find out students' self evaluation of their reading comprehension skills, students' strategies and challenges in autonomous learning to improve their reading comprehension skills. Specifically, the researcher intended to find out the students' autonomous learning strategies in improving their reading comprehension skill at Institut Parahikma Indonesia as well as to investigate the challenges faced by the students in learning autonomously to improve their reading comprehension skills. To obtain the answers to research questions, the researcher used a questionnaire and interviews. The questionnaire was intended to find out which students who had high scores in self-evaluation and attitudes towards improving their reading comprehension skill autonomously. After that, the researcher conducted interviews with students who had high scores in the questionnaire of students' self-evaluation in their reading comprehension skills to find more information about their autonomous learning strategies and challenges they faced in learning autonomously to improve their reading comprehension skills.

The analysis of questionnaire about Students' Self Evaluation in Their Reading Comprehension Skills

The purpose of this research was to identify the strategies used by autonomous students to improve their reading comprehension skills. To answer the research questions, the researcher must first identify students who scored the highest in their student autonomy questionnaire before finding student strategies in reading skills. The questionnaire used in this study was adapted from Ha (2021) & Nugraheni (2009). The questionnaire about students' self-evaluation in their reading comprehension skills contains 15 questions which was distributed to 17 students and these 17 students gave responses. Based on the results of the questionnaire filled out by the 17 students, there were 3 students who were in the very strong category and 14 students in the strong category. The percentage of the completed questionnaire of the student's reading comprehension skills can be seen on the figure 1 below.

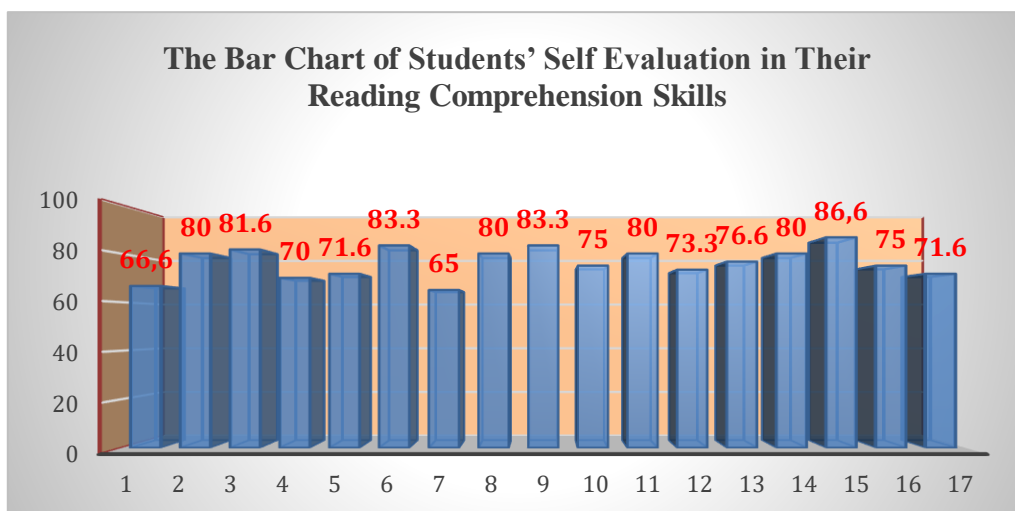


Figure 1. Students' Evaluation in their reading comprehension

As can be seen from the bar chart above the respondent's self-evaluation ability in their reading comprehension skills was at a good level, as the findings revealed that students' self-evaluation in their reading comprehension skills ability was between and 65% - 86.6% which was included in the strong (62-81) and extremely strong (82-100) categories. The results of this questionnaire can provide an illustration that the level of students' self-evaluation in their reading comprehension skills is at a positive level which describes students' knowledge in understanding their reading skills.

The analysis of questionnaire about students' attitude toward learner autonomy

This questionnaire was intended to assess student's attitude toward autonomous learning. It consists of 13 questions as the indicators of students' level of autonomous learning. The results showed that there were 4 students in the very strong category and 13 students in the strong category. The detailed results of the completed questionnaire of students' autonomy are shown on figure 2 below:

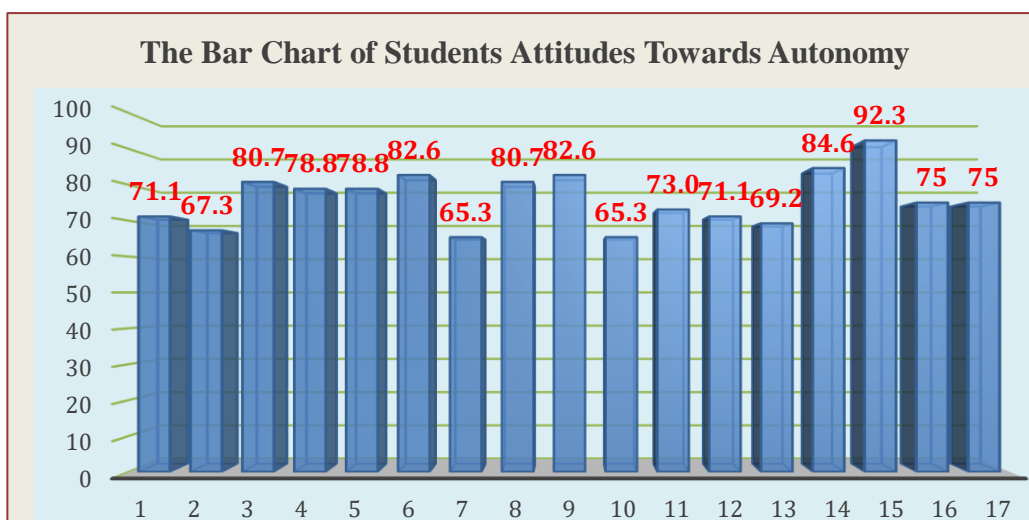


Figure 2. Students' attitude towards autonomy

As can be seen from the bar chart above, the students' autonomy in reading was at a good level. Four (4) students have an extremely strong level of autonomous learning with scores of 82 – 100 and thirteen (13) students have a strong level of autonomous learning with scores of 62 – 81. Specifically, the students' level of autonomous learning abilities in improving their reading comprehension skill was in strong and extremely strong categories where their scores are between 65% and 92.3%. The illustration confirmed that the student participants have positive attitude toward autonomous learning in improving their reading comprehension skills.

The Analysis of interview results

Based on the findings of interviews conducted by the researcher, some students used an expansion strategy, Collaboration strategies, Conceptualization strategies, Preparatory strategies, Participatory strategies, and Planning strategies to improve their reading comprehension skills

Two students revealed that to improve the reading comprehension skills, she read reading materials repeatedly:

Student 2 commented:

"I am one of those people who have a bit of difficulty understanding the material, especially reading, so I usually do the reading method more, so I don't just read it once, so to add to my deeper understanding of the reading material itself, I have to read it many times sis." (Student 2, Interviewed on June 14, 2023).

Student 3 commented:

"First reading a lot, then reading it several times." (Student 3, Interviewed on 14th June 2023)

Another finding is that Student 3 revealed that that the way to increase reading comprehension was by looking for key words such as keywords from within the text:

Student 2 commented:

"If it's me, I always look for words or material that is the climax (the key words) of the reading material, because if for example we read the whole thing there will definitely be too many thoughts which are more inclined in which direction, but if there is we find the key word surely it will be better understood, oh the meaning of this reading text is like this." (Student 3, Interviewed on 14th June 2023)

Student 2 revealed that each student has different opinions and knowledge, therefore, she need opinions from other friends to understand the information from the reading itself:

Student 2 commented:

"If there's a discussion that's for sure, the problem is what, my understanding with friends can be different. So, from this difference in understanding, we take the middle part, oh, (like) what this reading implies." (Student 2, Interviewed on 14th June 2023)

Furthermore, Student 4 said the used of collaborative strategies was also supported with the help of friends by looking for various reference sources such as Google, YouTube or on other media platforms to expand existing reference sources:

Student 4 commented:

"Yes, it could be a way of collaborating, maybe someone is looking for it on the internet, there's what we basically share, for example, on the Internet, there are many media platforms, right? Scholar maybe or there are other places of reference So we have a lot of Uh broad sources like that." (Student 4, Interviewed on 14th June 2023)

One student revealed that to improve reading comprehension skills, she liked to make mind maps. and use underlines to highlight reading text to improve reading comprehension:

Student 2 commented:

"I like to make reading text by using mind." (Student 2, Interviewed on 14th June 2023)

Furthermore, students were revealed to use a highlighter to make reading easier, to mark points that he wanted to know or points that were difficult for him.

Student 4 commented:

"I usually use a highlighter, because if we use a highlighter, we can highlight any points we want to know, right? by using a highlighter, we can see more easily mark the parts that see are difficult to understand." (Student 4, Interviewed on 14th June 2023).

Student 6 commented:

"... and also, usually use underlines, like underscores sis. It makes it easier to read." (Student 6, Interviewed on 14th June 2023).

Another strategy implemented by the students to improve reading comprehension skills is by doing reading activities such as re-reading material that has previously been studied to get an overview of what to learn in the following meetings or by allocating time for daily reading, as indicated in the following excerpts.

Student 4 commented:

"If the external one is to add output first, it's like reading material that has been taught before so that when I enter that class, at least I already have an overview of the lessons that have been studied before and the lessons that will be learned afterwards." (Student 4, Interviewed on 14th June 2023).

Student 5 commented:

"For me personally, it's true in one day. Even though I don't have any assignments, I make time to read readings on reading, whether it's on YouTube or on Instagram or on Tik Tok, like other social media, sometimes there's reading material given. what if for example to improve reading even though whatever form the reading is in one day it's sometimes 10 to 15 minutes." (Student 5, Interviewed on 14th June 2023).

Students usually did the reading assignment given by the lecturer, actively participated in the discussion by providing information that is not known by other students, and asked questions to the lecturer as part of their participation in the class.

Student 6 commented:

"First fulfill all assignments given by the lecturer, second actively participate in discussions and provide information about what classmates do not know (sharing), and then ask the lecturer as a form of my participation." (Student 6, Interviewed on 14th June 2023).

Another interview also revealed that the students do debates or discussion where they exchange information with their peers or with the lecturer.

Student 3 commented:

"Because there are very many of my classmates, even though there are 7 people in total with me, they are active, so I sometimes get involved in being active, like there are things that need to be debated." (Student 3, Interviewed on 14th June 2023).

Students' participation in the class can also be seen in the way they prepared the reading materials by printing them and underlining things in the reading texts as well as by asking questions in the class.

Student 2 commented:

"My participation reads first, for example I am only given soft file material, meaning I print out to provide an underline, then when I get to class, I will ask about the reading text." (Student 2, Interviewed on 14th June 2023).

Student 2 revealed that being active in the class is a student's obligation, so students must be prepared in providing questions and expressing opinions and if there are misunderstandings, the lecturer will help clear them.

Student 2 commented:

"In reading class, we are usually asked to give opinions by the lecturer. And like it or not, we have to provide arguments and if we misinterpret (what we read), the lecturer will help straighten it out." (Student 2, Interviewed on 14th June 2023).

One student said that because the level of interest in reading in Indonesia was very low, thus, it becomes was one of the factors causing students to be less interested in reading, but the student said one of the reasons students were motivated to like reading was encouragement from lecturers such as giving assignments and so on.

Student 5 commented:

"Planning, maybe that's one of the challenges for Indonesians, I mean, because their reading is low, it's automatically like they don't have enough planning. Later, it's like there's an assignment or something that's just been planned because of the encouragement from the lecturer when giving the reading assignment." (Student 5, Interviewed on 14th June 2023).

Challenges faced by the students in learning autonomously to improve their reading comprehension skills

Based on the findings of interviews conducted by the researcher, some students experienced technical challenges in planning their own learning, especially in learning to read, including network related problems such as bad connection, lack of quota and limited access to quality reading contents. Student 3 stated that access to quotas was the challenge faced in reading.

Student 3 commented:

"One of the obstacles faced is access to quota, sometimes the quota runs out." (Student 3, Interviewed on 14th June 2023)

Another technical issue mentioned by the participant is limited access to the quality reading content. Student 2 said that most students only access free content to learn reading since they could not afford to access quality reading contents.

Student 2 commented:

"If that's the problem, usually most students use free accesses, not premium one's bro, so sometimes I get stuck there, sometimes I just balance it with YouTube and Tik Tok." (Student 2, Interviewed on 14th June 2023).

Student 4 commented:

"The difficulty is maybe not from the network or quota section, but the difficulty is always distraction from social media. If we use our cell phones, we automatically receive notifications from social media, it can interfere with our focus on studying, so in my opinion, maybe the advantage is flexibility, because we can read anywhere, anytime. but the drawback is that we can be easily distracted or distracted by social media." (Student 4, Interviewed on 14th June 2023).

Some student participants in this study revealed that they find difficulty in managing time because they had to divide their focus between their reading course and other courses.

Student 6, for example confirmed that she had a lot of assignments from other courses and many tasks as boarding students, so that she had limited time to study reading.

Student 6 commented

"One of them is about campus assignments and we also know that I am a boarding student, so what do you have to do with the division of time, really divide the time and regarding learning reading, it's pretty good, but maybe it's about time efficiency, maybe studying, learning to read, but it won't take long, about 5/10 minutes." (Student 6, Interviewed on 14th June 2023).

Self-motivation is also one of the challenges faced by students, this is because learning to reading quickly makes students feel bored. Student 3 expressed the lack of motivation which causes obstacles in improving students' reading skills, one of the causes of this challenge is also influenced by the environment or friends who always make fun of which results in a lack of environmental support for students in reading and then demotivate them to improve their reading skills.

Student 3 commented:

"The first thing is motivation comes from within, then the environment that sometimes doesn't support it like being ridiculed might say (yes, how diligent you are, grow up) then that's the same as the motivation within yourself which sometimes disappears." (Student 3, Interviewed on 14th June 2023).

Some students admitted that lack of vocabulary, listening, and lack of grammatical competence becomes challenges in their outomous reading learning. Students 2 stated that her lack of vocabulary make her hard to understand the reading text.

Student 2 commented:

"If it was me, the challenge itself would be vocabulary. Because sometimes when I want to read an article it's hard for me to understand if I don't know what it means." (Student 2, Interviewed on 14th June 2023).

While the level of reading challenge at an advanced stage is difficult for students to understand because the grammar structure is not understood, one student said.

Student 5 commented:

"it's more to that. The limitation is that it might be difficult to understand, especially if you read in advance, it might be more difficult to understand than the lecturer's explanation, if you are at an advanced level, it might be more difficult to understand the structure of the language."

Student 6 revealed that one of the difficulties her faced in a friendship environment was that groups of friends did not share an interest in reading, especially in English. This makes the friendship environment less supportive of students' efforts to improve their reading skills.

Student 6 commented:

"In my friend's environment, especially in the dorm room of friends, there is no interest in reading, especially in English, so it's like we're there, there's no enthusiasm because those around us don't support us there either." (Student 6, Interviewed on 14th June 2023).

From the interview above, student 6 stated that the circle of friends (environment) was a challenge that was difficult to overcome because of a lack of interest in reading, especially in English, which resulted in a lack of support from friends to improve students' reading comprehension skills. The same thing was also conveyed by Students 5 that.

Student 5 commented:

"Sometimes that's the case, sometimes, for example, when we learn English, sometimes other people say hey, why is he too diligent or is he really ambitious like that, so sometimes he becomes down and not very confident. Even though with the campus environment itself, I prefer to be with community friends." (Student 5, Interviewed on 14th June 2023).

4. DISCUSSION

The last section of this chapter presents a discussion of the findings of this study. This discussion is related to student autonomy learning strategies and its challenges in improving their reading comprehension skills.

The students' self evaluation of their reading comprehension skills and students' attitude toward learner autonomy

Based on the results of a questionnaire regarding students' self-evaluation of reading comprehension skills and students' attitudes towards learner autonomy. It was found that students have the ability to apply their reading comprehension. This is proven by obtaining an average score of students between 65% - 86.6% which is included in the strong (62-82) and very strong (82-100) categories.

Meanwhile, students' attitudes toward self-learning also received a positive value, whereby obtaining a score from the results of the questionnaire filled in by students included the application of independent learning skills to improve their reading comprehension skills. This is evidenced by the score obtained from the attitude toward learner autonomy of 65 - 92 percent.

Based on the results of the interviews it was also found that there was a cooperative relationship between students' self-evaluation of their reading comprehension skills and students' attitude toward learner autonomy as evidenced by an increase in students' reading comprehension abilities independently, this is also related to Ha's research (2021) found intervention Learning strategies that can encourage students to build independence in learning to read, where students are able to make decisions, set goals, and plan their learning process. While Medina and Nagamine (2019) in their research found a positive correlation with students' self evaluation of their reading comprehension skills and students' attitude toward learner autonomy who had a presentation score 97.33% - 62.7%.

The students' autonomous learning strategies in improving reading comprehension skills

This study examines students' self-learning strategies in improving reading comprehension skills. From these strategies, the researcher took six aspects studied, including: (a) Expansion strategies, (b) Collaboration strategies, (c) Conceptualization strategies, (d) Preparatory strategies, (e) Participatory strategies, and (f) Planning strategies.

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