

CHAPTER II

THEOROTICAL CONCEPTS

In this chapter, the writer presents some literature reviews that are related to this topic. This chapter is divided into four parts. They are theoretical concepts of autonomous learning, speaking skills, and strategies to learn speaking autonomously. The last part presents some previous research relevant to this study.

2.1 Autonomous Learning

2.1.1 Definition of Autonomous

Benson and Voller (1997) describe Autonomy, defined as the capacity to assume control over one's learning in language education, can be conceptualized in at least five distinct ways.

1. In instances where learners engage in independent study.
2. Referring to a skill set that can be acquired and utilized in self-directed learning.
3. Signifying an inherent capability that may be stifled by formal education structures.
4. Indicating the demonstration of learners' accountability for their learning process.
5. Representing the entitlement of learners to dictate the trajectory of their own learning journey.

Some experts suggest synonyms for autonomy, including 'independence' and 'language awareness', 'self-direction', 'and pedagogy' (Wermke & Salokangas, 2015).

2.1.2 Autonomous Learning

Zimmerman (1998) argues that learners who are able to self-regulate their own learning experience are strategic learners. Those learners learn through the positive experience of a good performance, through the experience of others, through verbal persuasion, and through a positive physiological state, and eventually develop their self-regulatory skills to the point where they become self-regulated learners and take control of their own learning.

2.2 Theory of Speaking

2.2.1 Speaking Ability

According to Kayi (2006) speaking is one aspect that is important in learning process. The aim of learning a new language The objective is to educate students so they can proficiently convey their thoughts with significance in their lives. "Speaking involves the capacity to articulate a series of ideas smoothly." Speaking is the main skill in communication and it is needed in every activity.

Efrizal (2012) States that speaking is a means of conveying ideas and thoughts orally through communication. Also, he states that speaking is a form of communication that enables individuals from diverse nations easily. Speaking

emerges as a critical skill in English due to its ability to facilitate clear comprehension of oral explanations.

Students are anticipated to possess proficient speaking skills as they have been studying English for several years in school and have participated in numerous oral activities both within and outside of the educational environment. However, in practice, many may struggle to communicate effectively and accurately due to a deficiency in essential knowledge (Richards, 2008). Speaking can be directly and empirically assessed as it is a skill involving production, and learners are deemed to exhibit proficient speaking abilities when they have attained mastery in various components of speaking, including grammar, vocabulary, pronunciation, fluency, and accuracy.

Speaking, categorized into two primary domains, involves both accuracy and fluency in production (Richards, 2008). Accuracy entails employing vocabulary, grammar, and pronunciation effectively through various activities, whereas fluency pertains to the capability to sustain speech spontaneously without hesitation. However, speaking activities pose a significant risk, inducing anxiety and prompting learners to worry about potential embarrassment. Consequently, learners must carefully plan and adapt their strategies. talk in order to be proficient by practicing autonomously.

2.2.2 Developing Speaking Skills

One of the primary objectives of English instruction is to empower learners to utilize English effectively for communication purposes. According to Brown

(2007), here exist six varieties of speaking tasks designed to aid students in enhancing their speaking abilities.

a. Imitation

Students are advised to focus on specific vowel sounds and intonations, ensuring accurate imitation. Practice may involve mastering particular intonation patterns or accurately producing specific vowel sounds.

b. Responsive

It refers to short replies to teachers. It can be learners to initiate questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments and participate actively in the classroom.

c. Intensive in any speaking Performance

The intention is to engage in exercises targeting phonological or grammatical aspects of language, which can be undertaken independently or in pairs.

d. Transactional Dialogue

Transactional dialogue in speaking serves the purpose of conveying a message or exchanging information. Furthermore, it is employed to elucidate a concept or articulate the purpose of something.

e. Interpersonal Dialogue

It is perceived as preserving social connections and transmitting facts and information, incorporating elements such as informal language, colloquialisms, slang, omission of words, sarcasm, and an underlying "agenda."

f. Extensive

This pertains to students being tasked with delivering extensive monologues through oral reports, summaries, or brief speeches.

To enhance their second language proficiency, learners need consistent practice. Initially, learners should broaden their overall vocabulary, then progressively expand their specialized vocabulary by listening to various sentences, ranging from simple to complex. Additionally, they can enhance their understanding by reading short stories and occasionally memorizing key passages.

2.3 Strategy to Develop Speaking Skill Autonomously

Fidyati et al. (2021) state that within the realm of English language acquisition, there exist numerous methods for honing speaking skills. These include activities such as listening to podcasts, audio books, or dramas, watching TV programs or movies, engaging in karaoke, and playing games with English language instructions. Among those options, there are several preferences that EFL learners may gravitate towards.

- 1. Talk to yourself;** It communicates internal emotions, non-verbal ideas, and intuitive perceptions about a situation verbally. A study in Taiwan (Fidyati et al., 2021), It was discovered that 39% of participants experienced fear when conversing in English with others. This apprehension regarding speaking English was noted to have notable negative associations with practical strategies for practice. The most of respondents (81%) encourage themselves to have self-conversations using

they utilized all available methods when feeling apprehensive about speaking English or making errors.

- 2. Use Mirrors Good;** Utilizing mirrors for language learning purposes has proven beneficial, as communication intricately ties together with pronunciation and grammar. Various methods for practicing pronunciation have been introduced, among which using mirrors stands out. Thus, a mirror serves a dual purpose, not merely as a household item, but also as a tool to aid language learners in their studies. It facilitates the practice of sounds or words that are challenging to pronounce, allowing learners to observe the mouth's shape and mimic that of native speakers. Additionally, the Occupational English Test website emphasize that having a mirror image while speaking fosters the sense of engaging in a conversation, enhances fluency, and in still confidence.
- 3. Sing English Song ;** Studying English speaking through English songs is consistently enjoyable for students, regardless of their age. In addition to encountering enriched vocabulary, grammar, and pronunciation, learners also derive pleasure from the experience. This method of practicing English speaking skills may often be preferred, given the availability of songs across various media platforms, including audio and video formats. Singing English songs alone can also enhance learners' confidence in pronouncing English words.
- 4. Practice Tongue Twisters;** A tongue twisters is a phrase that is challenging to pronounce correctly and requires extensive practice.

According to Mu'in et al. (2017), their research suggests that practicing tongue twisters adds an element of enjoyment and excitement to EFL learning, while also improving learners' pronunciation, fluency, and motivation in practicing English. These techniques are effective in enhancing learners' speaking abilities because they involved repetitive practice.

- 5. Read book, article and other types in English;** In language learning, developing reading skills is crucial. Engaging with texts, whether they're novels or articles, for just a few minutes daily can significantly enhance your vocabulary. Many people hesitate to read extensively due to time constraints, but even brief reading sessions are immensely beneficial when learning English. Short English articles or notes are particularly helpful—they're quick to read and readily available. Everyday materials like work memos, supermarket brochures, or safety instructions offer ample opportunities for practice.
- 6. Focus on Fluency Not Grammar;** Yang (1999) discovered that the majority of respondents in his study (92%) disagreed with the idea that one shouldn't speak English until they can do so perfectly. However, more than 80% agreed that allowing beginners to make errors without correction could hinder their ability to speak correctly in the future. This suggests that while it's important to practice speaking English, learners may feel apprehensive about making mistakes, which could impede their progress later on. Therefore, it's essential to encourage English as a Foreign

Language (EFL) learners to prioritize fluency in practice while also addressing grammatical concerns.

In addition, Inayati et al. (2021) explore several types of autonomous learning strategies. In particular, they highlight mobile applications, which are frequently utilized for self-directed language learning practice to improve their speaking such as:

1. **YouTube**, is one of the most popular online platform which contains random videos both discussing science and just entertainment. Therefore autonomous students can utilize these applications to enhance their English language proficiency.
2. **I-tunes**, is an application that has many features in it such as music, audio book, TV, films, podcasts and others. Students can use this application to learn languages through music, audio book, movies, and more.
3. **TED**, (Technology, Entertainment, Design) TED is a site used to share short, memorable verbal ideas (no more than 18 minutes) in video form. TED speakers usually come from various countries with the aim of providing motivation, tips and so on. There are many topics discussed in each video by successful speakers. TED speakers use English that is easy to understand, making it easier for students to understand.
4. **Duolingo**, is a language learning application that is currently well-known and popular. Duolingo helps students learn English from basic (beginner) to advanced levels. Students' learning progress is truly consistent.

5. **Skype**, is an application that allows conversations with everyone in the world. Students could interact to other person in this world by video calling, telephone and sending messages.
6. **Live mocha**, is an online language learning community that offers free language courses for a year. In this application students learn various English language materials and can interact with native speakers.
7. **Second Life**, is a virtual world which can help students become fluent in English. Users of this application can interact with objects created by other users. This application also provides scripts to help users in daily communication.

Currently, technological developments are increasingly rapid in making human work easier. Today's students are familiar with platform applications to make it easier for them to learn something. In this way this application's goals is to develop students communication ability in English. These applications are able to facilitate interaction between non-native learners and native speakers, enabling learning from authentic sources. All of the above applications can be found on mobile phones and computers. Independent learners will find it easier to speak through the application suggested by Inayati et.al. Autonomous language learning makes it easier to master the language by using various applications that they like.

2.4 Previous Study

There have been several prior studies are pertinent to this research, beginning with:

Fidyati et al. (2021) conducted a research titled “Exploring Methods of Enhancing Speaking Skills in Autonomous EFL Learners amid the COVID-19 Pandemic: A Case Study of Recent Engineering Graduates” aimed to find out how engineering graduates improved their English speaking abilities during the pandemic. Interviews were conducted with ten engineering graduates to explore their strategies for enhancing speaking skills in the absence of classmates or practice partners. The collected data were subjected to descriptive analysis, revealing that the majority of respondents favored practicing speaking by singing English songs. Other opted for self-talk in front of a mirror. Some of them prioritized fluency over grammar, and none participated in online English courses. These findings suggest that traditional methods involving classmates or practice partners may not be essential for improving spoken English proficiency. While Fidyati’s study focused on non-English department students’ speaking ability, my study will explore English department students’ speaking skill. My study will also explore the mobile application forms mostly used in improving their speaking skills out of the classrooms.

Second, Zhang (2016) conducted a study entitled “Learners’ Autonomy and the English Language Independent Learning Center in Mainland China.” aims to investigate the beneficial effects of the Independent Learning Center on English learning among non-English major college students. It also aims to examine the challenges and potential drawbacks associated with this approach and suggest potential strategies to address them. This innovative learning model is expected to sustain an authentic and self-directed English learning environment for ESL

students in China, thereby significantly enhancing their speaking and listening skills. Although in this study used non-English department students, the study provides relevant information to support my study.

Third, Rodrigues and Vethamani, (2015) studied entitled “The Impact of Online Learning in the Development of Speaking Skill.” This study seeks to examine the comparative outcome and students responses regarding the effectiveness of the English Proficiency in Conversation (EPiC) online learning platform in enhancing the speaking abilities of students enrolled in a 12-week Intensive English Program (IEN). Nineteen participants from lower Intermediate and Intermediate levels were involved in this research, with data collection conducted through both quantitative and qualitative means. Quantitative methods included the analysis of EPiC evaluation score and IEN speaking assessments, while qualitative methods involved semi-structured interviews and students learning journals to gauge feedback on EPiC efficiency in improving speaking skill. Results from both approaches indicate that students in the EPiC group exhibited greater improvement in speaking grades, as well as enhancement in vocabulary and listening skills, despite facing challenges such as unreliable internet connections. This study suggests that utilizing EPiC leads to enhanced language proficiency and increased self-confidence among ESL learners in developing their speaking abilities. Different from the previous study, my study will focus on students’ daily autonomous learning in practicing their English speaking skills.

Another studied was carried out by Wael et al. (2023) entitled “Autonomous Learning Strategies for Academic Speaking by English Education Department Students” The object of this study is to pinpoint the independent learning methods utilized by students in an academic speaking class. Twenty students from the English Education Department participated in data collection. A quantitative method was utilized, employing a questionnaire to gather data. The findings indicate a lack of specific description regarding how these students employ autonomous learning strategies, particularly in academic speaking. However the researcher identified two types of autonomous learning strategies: metacognitive and social mediation strategies. Although my study similar with the previous study which explores’ English department students’ speaking skills, my study will also explore the students’ frequency in learning English autonomously using a specific type of strategy.

The fifth research, MinhTuan (2021) conducted a study entitled “Learner autonomy in English language learning: Vietnamese EFL students’ perceptions and practices”. this research aims to present finding from an exploration of how Vietnamese EFL students view and engage in autonomous learning. Data were gathered from 50 English major students at a university in Mekong Delta of Vietnamese through a questionnaire and semi-structured interviews. The students collectively acknowledged the significance of learner autonomy in language acquisition, yet their perceived ability to autonomously engage was rated just slightly above average. This sentiment was mirrored in their reported frequency of autonomous learning activities both inside and outside the classroom. In contrast

to this study, my research will concentrate on examining particular types of autonomous learning among students as they practice their English speaking skills.

Sixth, Boonma and Swatevacharkul (2020) conducted a study titled "The Impact of Autonomous Learning Processes on Learner Autonomy among Students of English Public Speaking." The study aimed to assess the influence of autonomous learning processes (ALP) on the development of learner autonomy in undergraduate students attending English public speaking classes, as well as to gauge the magnitude of this effect. Additionally, it sought to explore how learner autonomy manifests through the ALP. This research utilized a modified mixed-methods approach, specifically an embedded experimental design. Quantitative data were collected through the Learner Autonomy for Public Speaking (LAPS) questionnaires and analyzed using dependent samples t-tests. Results indicated a significant increase in students' levels of learner autonomy from pre-questionnaire to post-questionnaire ($p = 0.00$), with a large effect size ($d = 1.28$). The study identified five emerging themes illustrating learner autonomy through the ALP: (1) utilization and planning of learning strategies, (2) assessment of learning and learning strategies, (3) ability to give and receive praise and criticism, (4) heightened positive emotions, and (5) enhanced self-awareness and understanding.

Seventh, Inayati et al. (2021) studied about "Students strategies in online autonomous English language learning". This research aims to investigate the level of systematicity in students' strategies for online autonomous language

learning and their expectations regarding support from educational institutions and instructors for effective implementation of such learning approaches. The study predominantly adopts a survey methodology complemented by interviews. The study population comprised undergraduate students enrolled in the English Language Education Department at a private university in Malang, East Java, Indonesia. The findings indicate that students demonstrate a lower degree of systematicity in their utilization of strategies for autonomous language learning online. They exhibit a deficiency in setting long-term goals and express challenges in evaluation, relying more on short-term planning, resource acquisition, and immediate execution of learning activities. Moreover, students express considerable expectations for support and guidance from teachers and educational institutions in navigating autonomous language learning endeavors. Similarly, this research discusses the strategies used in learning, but what makes my research different is the focus on autonomous learning strategies and the mobile application forms mostly used to enhance speaking proficiency beyond classroom settings.

Eighth, Afdaliah et al. (2022a) studied about “ Student Autonomous Learning Activities outside the Classroom to Master English as a Foreign Language”. This study aimed to assess the extent to which students engage in autonomous learning activities outside the classroom to enhance their mastery of English across all four language skills. Employing a descriptive quantitative design, the research was conducted at a state university in Majene, West Sulawesi, Indonesia, during the academic year 2021/2022. The study focused on second and

third-year English education students, with a total of 62 participants. Data analysis revealed that students' autonomous learning activities outside the classroom primarily revolve around activities that they find enjoyable. However, there was limited evidence indicating independent efforts to improve proficiency in each of the four English skills. While this research focus on to master English (four English skills). My study will explore one of them is about how to improve students' speaking skill.

Ninth, Zulaihah and Harida (2017) entitled "Autonomous Learning Strategy of the Successful nontraditional Students" Autonomous learning entails a personalized approach to learning, wherein individuals identify their own learning needs and goals, determine the most suitable learning methods, and monitor and evaluate their progress. This study employed a qualitative descriptive method, utilizing questionnaires and interviews as primary data collection techniques. Overall, internal motivation emerged as the most significant driving force for students. Nontraditional students with high academic performance often found it easier to comprehend materials, especially when presented in simpler language, and demonstrated confidence in expressing their opinions while exhibiting patience in task completion. They regarded friends, close companions, and lecturers as individuals capable of assisting them in their autonomous learning endeavors. In this research, the writer will discuss specifically how autonomous learning strategies are used to develop speaking skills of students in English study programs.

Tenth, Kemala (2016) conducted a study entitled “ An analysis of factors influencing the autonomous learners in learning English”. This research delved into the determinants shaping autonomous learning among students studying English. Conducted at a second-grade level in a senior high school in Bandung, the study adopted a qualitative case study approach. This method was chosen due to its suitability for examining the specific phenomenon of autonomous learning within a single case, which was thoroughly analyzed and described. Data were gathered from students through observation, questionnaires, and interviews. Subsequently, the collected data were analyzed using qualitative methods and interpreted to address the research question. The study uncovered findings pertaining to the factors influencing autonomous learners, identifying five key factors: motivation, social environment, tasks, teachers, and materials. These findings underscore the importance of educators fostering and encouraging students to become autonomous learners, as they stand to gain significant benefits from doing so. While this study focused on analyzing the factors impacting autonomous learners in English language acquisition, my research investigates the strategies and common types of mobile applications utilized by students majoring in English to enhance their speaking skills.

Eleventh, Inayati (2015) studied about “Promoting English Independent Study for EFL University Students in Indonesia. in Indonesia”. This paper seeks to explore the integration of English Independent Study (EIS) activities within the context of English as a Foreign Language (EFL) education. The study involved 32 participants ranging from pre-intermediate to upper-intermediate levels, enrolled

in a course called Basic Skill Course at an Indonesian university. These participants were introduced to the concept and strategies of EIS. The research aimed to analyze the students' preferences and perceptions regarding EIS activities and their sustained engagement with this initiative. The findings indicate that students tend to favor receptive skill activities over productive ones for their EIS endeavors. Additionally, students generally hold positive perceptions of EIS activities, and nearly all participants continued with EIS activities independently after completing the semester. This study emphasizes the promotion of English Independent Study among EFL university students in Indonesia. My study develops previous research by finding daily independent learning strategies that can improve speaking skills

Twelfth, Anh and Tuyen (2023b) conducted a study entitled “Strategies Used in Learner Autonomy Development in English as a Foreign Language Learning among 9th Grade Students”. This research aimed to investigate the perceptions of 9th-grade students regarding their strategies for Language Autonomy (LA) development in learning English as a Foreign Language (EFL) at a State-Owned Secondary School (SOSS) in Ho Chi Minh City, Vietnam. The study encompassed 152 ninth-grade students. Both quantitative and qualitative data were collected using two instruments: a questionnaire and interviews. Descriptive statistics and content analysis were utilized to analyze the gathered data. The study findings indicated that in order to develop Language Autonomy (LA), the majority of students employed strategies related to identifying their learning needs and striving to achieve learning goals. Moreover, more than half of

the students utilized strategies such as setting learning goals and devising plans, employing learning strategies, and evaluating the learning process and outcomes.

Thirteenth, Sari (2012) studied about “Empowering the students’ autonomous learning to improve the English language skills of the tenthgrade students of RSBI SMA N 7 Purworejo. The aim of this study is to enhance the English language proficiency of tenth-grade students at RSBI SMA N 7 Purworejo by promoting autonomous learning techniques. The participants consisted of tenth-grade students from SMA N 7 Purworejo, and the research was conducted over two cycles, each comprising two stages. In the initial stage, students engaged in self-discovery and jigsaw activities aimed at enhancing their language skills. Notably, the topics differed between Cycle 1 and Cycle 2. Data collection involved observing the learning process and conducting interviews with both the English teacher and the tenth-grade students. Instruments used included observation sheets, interview guides, and questionnaires. The findings revealed that self-discovery activities fostered students' self-investment, positively impacting their language learning achievements. Specifically, self-discovery activities led to improvements in self-investment and reading skills, while the jigsaw activity enhanced speaking, listening, and writing skills. The enhancement of students' self-investment correlated with improved language learning achievements. Although my study is similar with the previous study which explores autonomous learning improve students' English language. My study will also explore the students’ frequency in learning English autonomously using a specific type of strategy.

Fourteenth, Melvina and Julia (2021) Melvina and Julia (2021) conducted a study aimed at examining the correlation between learner autonomy, encompassing technical, psychological, political, and sociocultural aspects, and the language proficiency of Indonesian university students studying English as a Foreign Language (EFL). Forty second-year undergraduate students majoring in English at a public university in Indonesia were involved in this research. Data collection was carried out through a learner autonomy questionnaire and English language proficiency assessments. The results of the study revealed a strong relationship among the variables in the research model. Furthermore, hypothesis testing demonstrated that the technical, psychological, and political variables had a positive and significant impact on English proficiency, whereas the sociocultural variable did not exhibit a positive or significant influence on English proficiency. These findings underscored the importance of both teachers and students being cognizant of the crucial roles of learner autonomy in enhancing English proficiency. While this previous study delves into investigating learner autonomy, encompassing technical, psychological, political, and sociocultural aspects, and its relationship with language proficiency, my study differs as it focuses on a different aspect of learner autonomy, in my study I will explain about the learning autonomous to improve speaking skill.

Fifteenth, Tlonaen and Nenotek (2021) entitled “ The effect of autonomous learning strategy on students’ identity status”. This study aims to assess the impact of autonomous learning strategies on students' identity status through quantitative methods employing a pre-test-post-test design. The sample comprised

23 individuals with a mean age of 19.39 (SD = 1.52). Data collection involved the use of Marcia's identity status questionnaire, which includes 40 statements, with each identity status consisting of 10 statements. Data analysis was conducted using t-tests. The findings revealed that there was no statistically significant effect on students' identity status before and after implementing autonomous learning strategies. The statistical analysis indicated that the significance value exceeded 0.05 (> 0.715). While this study explores the effect autonomous on students identity status, my study is explore the autonomous learning strategy of English students to improve their speaking skill.

Sixteenth, Susanti et al. (2023) conducted a study titled "Between teacher' roles and students' social: Learner autonomy in online learning for EFL students during the pandemic. "The study aimed to investigate the promotion of student autonomy in online learning during a pandemic by examining students' autonomy capacity and the factors influencing it. Employing a qualitative approach, the research involved twenty-five students enrolled in an English Language Teaching Methods course at a public university in Surabaya, Indonesia. Data were gathered through online surveys and interviews. Descriptive statistics, data reduction, and verification techniques were employed for analysis. The findings revealed that the autonomy capacity of EFL student teachers during online learning was at a moderate level. While students demonstrated abilities in self-direction, self-instruction, and self-access, the role of instruction remained necessary. It was noted that learner autonomy should be introduced gradually to cultivate autonomy effectively. Furthermore, motivation and collaboration were also identified as

significant factors. Motivated students take responsibility for their studies to achieve their goals. Therefore, the teacher implements various collaborative activities and strategies to encourage active learning among students in online learning settings. Online learning actively promotes and supports students in accessing information and fosters independent learning. To achieve more generalizable findings, it is recommended that further research be conducted with larger sample sizes or additional instruments. This research assessed the proficiency of EFL student teachers in online learning, contrasting with my study, which aims to explore English students' autonomous learning strategies.

Seventeenth, Üstnluglu (2009) conducted a study entitled “ autonomy in language learning: do students take responsibility for their learning?” This study aimed to explore the perceptions of university students and teachers concerning the responsibilities and capabilities associated with autonomous learning, as well as the autonomous activities conducted both within and outside the classroom. Additionally, the research examined whether these responsibilities, capabilities, and activities varied significantly based on motivation level and gender. Qualitative data were collected from 320 students and 24 teachers, along with quantitative data gathered through interviews. The findings indicate that although students possess the ability, they do not actively assume responsibility for their learning. Instead, teachers tend to take on most of the responsibilities, as they perceive their students to be incapable of fulfilling their obligations. This research explored the responsibility on student learning autonomous and my study is about autonomous learning strategy to improve students speaking skill.

Eighteenth, Zhong (2018) researched about “The Evolution of Learner Autonomy in online environments: A case study in a New Zealand context”. Utilizing a case study approach, this study primarily aims to explore how a learner interacted with technology-mediated environments to fulfill his learning needs and objectives, and how his autonomy evolved within online settings. Through qualitative analysis of interview data collected at two distinct time points, this research unveils new developments in the learner's autonomous learning journey. By the study's conclusion, he demonstrated increased proficiency in regulating his self-directed study efforts. These findings support the notion that learner autonomy is dynamic and adaptable, suggesting that besides the learner's psychological aspects, environmental factors such as teacher guidance and learning conditions also significantly influence the formation of various dimensions of learner autonomy.

Nineteenth, Marantika (2021) studied about “Metacognitive ability and autonomous learning strategy in improving learning outcomes. The aim of this study is to investigate the correlation between metacognitive ability and learning autonomy as strategies for enhancing student learning outcomes. Metacognition plays a crucial role in learners' success as it primarily involves the thought process. Hence, classroom environments should be structured to empower learners to autonomously determine their learning strategies. Autonomous learning is closely linked to learners' ability to express themselves, foster creativity, build self-esteem, and comprehend complex conceptual learning. The research employed a descriptive correlation method with a sample comprising 30

students from the Department of Language and Arts. The participants were randomly selected from the first semester of 2018/2019. Data were collected through questionnaires and tests. The findings revealed a significant correlation between metacognitive ability, learner autonomy, and learning outcomes in Indonesian language courses. These findings underscore the importance of empowering students to enhance their learning capacity and develop their own learning strategies, enabling them to make decisions, particularly in idea development.

Lastly the research was conducted by Shi and Han (2019) entitled “Promoting learners autonomy through cooperative learning”. The concept of learner autonomy has garnered considerable attention and serves as a prominent goal in the field of foreign language education. Building upon various definitions of learner autonomy in language teaching and learning research, this study aimed to investigate the efficacy of cooperative group learning in enhancing learner autonomy. The survey results suggest that group work contributes to enhancing students' learning attitudes, interests, and motivation. Additionally, it indicates improvements in students' language proficiency and their awareness of utilizing learning resources. This paper offers potential interpretations for the survey findings and provides recommendations regarding the roles and expertise that language teachers should possess to foster the development of learner autonomy. Unlike Shi and Han’s research, my study explain student certain types of autonomous language learning strategy and the mobile applications commonly used to improve speaking skill out of the classrooms.

2.5 Conceptual Framework

To bolster the effectiveness of the learning process, it's essential to address these challenges through various measures. One such effort involves enhancing students' language proficiency through autonomous learning. Students are likely to achieve favorable learning outcomes when they possess proficient language skills by strategy to help them in learning autonomously, especially in improving student speaking skill. Learning autonomy refers to the situation where students assume responsibility for their own learning. Students need the motivation, set the goal, devise the method and technique in learning autonomously. There are some types of autonomous learning strategy to improve students speaking skill. Fidyati et al. (2020) mention, students learn English autonomously using various strategies such as talking to your-self (self-talking), using mirrors, singing English songs, using tongue twister, and taking online courses.

