EFL STUDENTS' PERCEPTIONS OF AUTONOMOUS LEARNING IN ENGLISH SPEAKING THROUGH INSTAGRAM
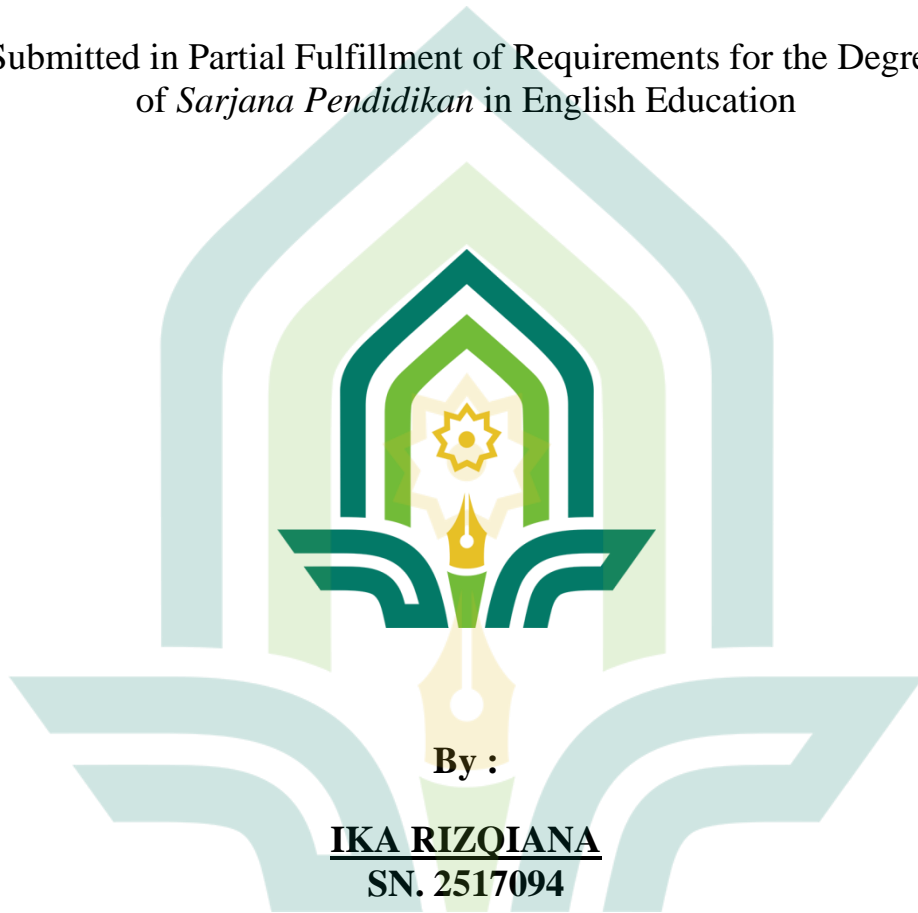
A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of *Sarjana Pendidikan* in English Education

By :

IKA RIZQIANA
SN. 2517094

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024

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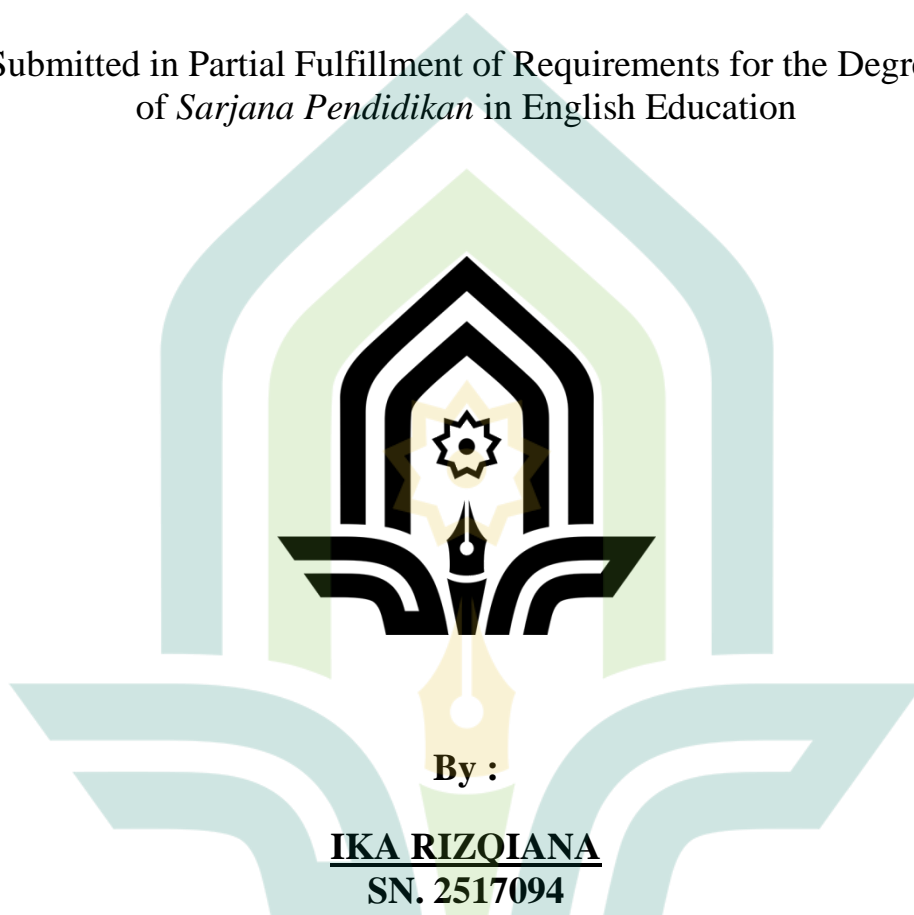
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2024

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Judul   : EFL STUDENT'S PERCEPTION OF AUTONOMOUS LEARNING IN ENGLISH SPEAKING THROUGH INSTAGRAM

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Dengan ini nota pembimbing ini dibuat untuk digunakan sebagaimanamestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 14 Juni 2024

Pembimbing

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Judul Skripsi   : **EFL STUDENTS' PERCEPTIONS OF AUTONOMOUS LEARNING IN ENGLISH SPEAKING THROUGH INSTAGRAM**

Has been ecamined and approved by the panel of scaminers on Friday 21st June 2024 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO AND DEDICATION

MOTTO :

Everything will be all right in the end. If it's not all right, then it's not yet the end.

-Dev Patel

DEDICATION :

I would like to dedicate my final paper to:

My beloved parents (Bapak S. Mulyono and Ibu Juwariyah). Thank you for any support, all the trust and permission, endless prayer, and many other things you have done for me.

My big family who always provide support and encouragement.

My lecture at UIN K.H.Abdurrahman Wahid Pekalongan. Thanks for all the lessons and motivation that you have shared with us.

Lastly, thanks to myself for trying and not giving up.

ABSTRACT

Autonomous learning activities involve approaches and processes in which individuals are responsible for their own learning. This research aims to reveal students' perceptions of their autonomous learning activities and English speaking skills. A qualitative research design with a case study method was used in this research. Interviews were chosen as a data collection tool. Data will be collected from the English Language Education Department at a university in Pekalongan, Indonesia. The participants in this research were three EFL students who were learning to speak English using the social media Instagram. From the results of the interview, the participants gave positive responses to questions, enjoying the learning process autonomously using Instagram social media because it can be accessed anytime and anywhere. EFL students take their control and responsibility in the learning process, they can plan, select and evaluate interesting content for use in independent learning. Based on these results, it is hoped that this research will be useful for future researchers who want to investigate autonomous learning.

Keywords : *Perception, Autonomous Learning, English Speaking , Instagram.*
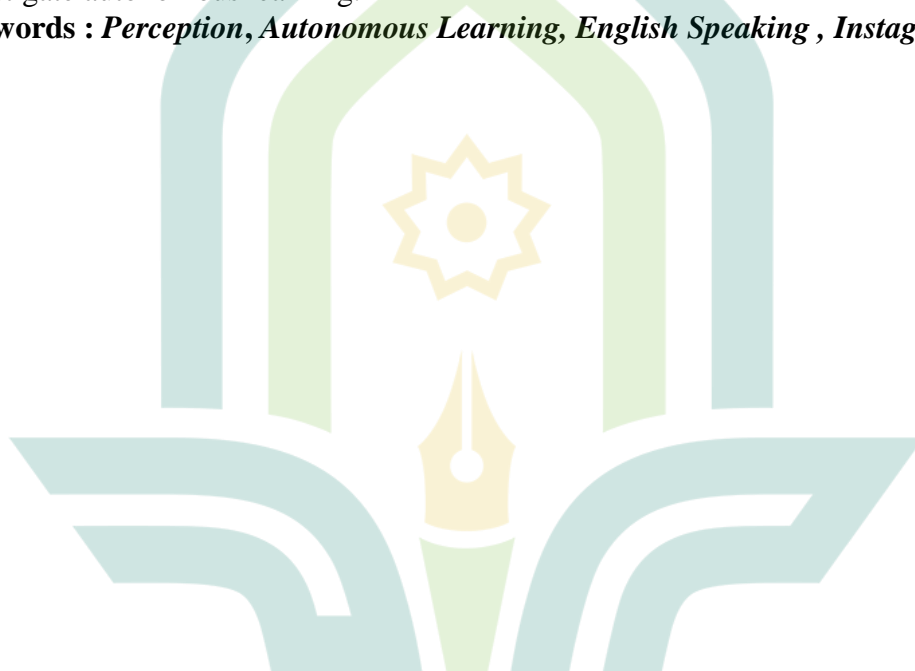
ABSTRAK

Kegiatan belajar mandiri melibatkan pendekatan dan proses di mana individu bertanggung jawab atas pembelajarannya sendiri. Penelitian ini bertujuan untuk mengungkap persepsi siswa terhadap aktivitas belajar mandiri dan keterampilan berbicara bahasa Inggris. Desain penelitian kualitatif dengan metode studi kasus digunakan dalam penelitian ini. Wawancara dipilih sebagai alat pengumpulan data. Data akan dikumpulkan dari Departemen Pendidikan Bahasa Inggris di sebuah universitas di Pekalongan, Indonesia. Partisipan dalam penelitian ini adalah tiga siswa EFL yang sedang belajar berbicara bahasa Inggris menggunakan media sosial Instagram. Dari hasil wawancara, peserta memberikan respon positif terhadap pertanyaan, menikmati proses pembelajaran secara mandiri menggunakan media sosial Instagram karena dapat diakses kapanpun dan dimanapun. Siswa EFL mengambil kendali dan tanggung jawab dalam proses pembelajaran, mereka dapat merencanakan, memilih dan mengevaluasi konten yang menarik untuk digunakan dalam pembelajaran mandiri. Berdasarkan hasil tersebut, diharapkan penelitian ini bermanfaat bagi peneliti selanjutnya yang ingin meneliti pembelajaran otonom.

Kata kunci : Persepsi, Pembelajaran mandiri, Berbicara Bahasa Inggris, Instagram.
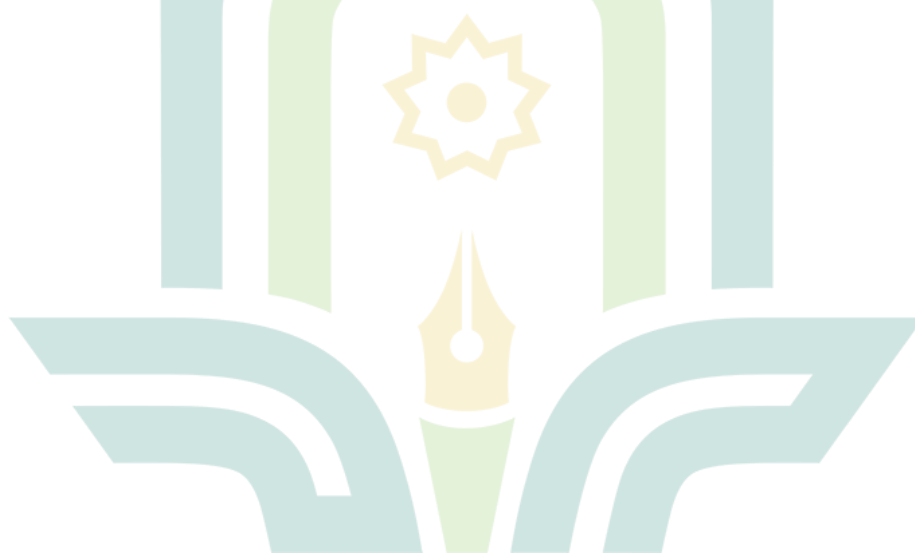
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

The author's ability to complete this thesis is due to Allah, who has given the author's strength. May peace also be upon our Prophet Muhammad SAW, who has guided us from darkness into light. This thesis, "EFL STUDENTS' PERCEPTIONS OF AUTONOMOUS LEARNING IN ENGLISH SPEAKING THROUGH INSTAGRAM," was finished in order to fulfill the requirements for the UIN K.H. Abdurrahman Wahid Pekalongan Bachelor of English Education degree. The author also want to express the deepest gratitude to those who have always helped, supported and prayed. The author would want to thanks and appreciation to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the rector of UIN K.H. Abdurrahman Wahid Pekalongan.

2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag., as the dean of Tarbiyah Faculty of UIN K.H. Abdurrahman Wahid Pekalongan.

3. Ahmad Burhanuddin, M.A., the head of the English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, for his support and guidance.

4. Fachri Ali, M. Pd., my supervisor, whose valuable suggestions, guidance, and time have contributed significantly to the completion of this final project.

5. All lecturers of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, for their teachings and insights.

6. My beloved parents, whose endless support, prayers, advice, and encouragement have been my pillars throughout the writing process of this final project.

7. My friends who fight together, thank you for your advice and inspiration.

8. All parties who have helped and supported the writer in completing this thesis.
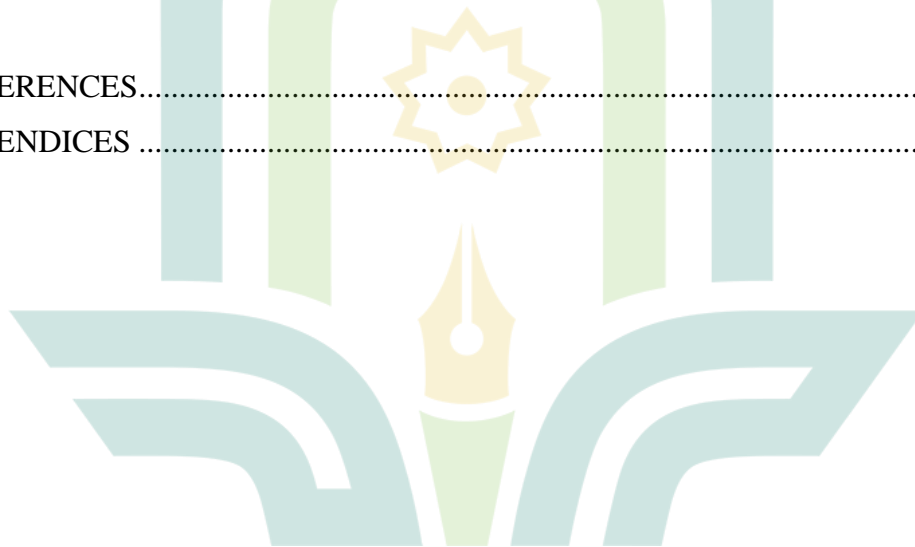
Pekalongan, Juni 2024

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Speaking English is not always simple for EFL students. Many EFL students encounter difficulties in developing their speaking abilities. Moreover, the structure of English language is very different from their native Indonesian language. These factors influence difficulties in pronunciation, grammar and vocabulary, and language anxiety which becomes the fear of making mistakes inhibit learners' willingness to engage in speaking practice, leading to less motivated and participation. Rahman (2013) stated that EFL students are afraid of making mistakes when they are trying to speak English. The interaction of EFL students in a language classroom seems difficult to use English language. Limited exposure to practice language in real-life situations can make it difficult to develop students speaking skills (Ellis, 2008). EFL learners must have their own way to learn a language. It is the reason EFL students need to increase their speaking in autonomous learning way.

Autonomous learning refers to a learner-centered approach to education where individuals takes charge for their own learning process, actively engaging in setting goals, selecting resources, and evaluating their progress. There are several names for independent/autonomous in language learning, including "learning independence", "self-direction", and "self-learning". In autonomous learning, learners have the freedom to choose how, when, and what they learn, and they develop the skills and motivation necessary to direct

their own learning journey. Teng (2019) describes the autonomous learner as one of the teaching methodologies for EFL (English as a Foreign Language). According to Amiran (2017), learner autonomy is one of the key elements in successful language learning in teaching EFL (English as a Foreign Language).

There are distinct traits that autonomous learners possess, such as responsibility and excitement for their studies (Liu, Wang, & Ryan, 2016; Little D., 2012). These characteristics show that self-directed learners are capable of achieving high learning outcomes. Furthermore, Palfreyman & Smith (2004) emphasize the significance of autonomous learners, saying that these individuals first determine what they need to learn or why they want to learn it, and then they determine how to approach challenges. This approach emphasizes self-regulation, critical thinking, and independence, empowering learners to become lifelong learners who can adapt to various learning contexts and pursue their educational goals autonomously. It indicates that a student who is independent is aware of their needs and knows what to do without outside pressure. There are many ways that can be done with autonomous learning, one of which is using the social media Instagram, which is still widely used by students.

Instagram be the one of the platforms that is often used in learning media today, a platform that can share images and videos that are widely used, presenting unique features that can contribute to independent language learning. Prichard (2013), stated that Instagram users publish about 70 million photographs and videos daily, with a focus on individual images and videos

with captions on their accounts. According to Kessler (2013:615), Instagram offers a special platform for communication and information sharing between educators and students. In fact, Instagram is used routinely in communication spaces around the world, and EFL learners are finding creative ways to use it in the process of improving their English learning.

Many studies have investigated about autonomous learning in English language learning, but research that investigates the autonomous learning in English speaking is still limited. Therefore, this research will focus on the deeper investigation about EFL students' perceptions of using Instagram for autonomous learning in English speaking. By conducting the research, it is aimed to enrich knowledge of their own learning.

1.2 Formulation of The Problem

The research question based on the research background above as follows: "What are students' perceptions of using Instagram for autonomous learning in English speaking?". By employing this formula, the researcher expects to know more about students' perceptions of autonomous learning in English speaking through Instagram.

1.3 Operational Definitions

To prevent misunderstandings regarding the terms used in this research, the researcher provides definitions relevant to the study:

1.3.1   Perception

The term perception originates from the Latin words "perception" and "percipio," which mean "receiving, collecting, the act of taking

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possession, or apprehension with the mind or senses." Perception is the process through which sensory information is organized, interpreted, and consciously experienced. It involves recognizing environmental stimuli and responding to them. This process helps us make sense of the world by organizing and interpreting sensory input. According to Stewart L. Tubbs and Sylvia Moss (2000), Perception is an active process where individuals selectively perceive, organize, and interpret their experiences.

1.3.2 Autonomous Learning

Autonomous learning is defined as a learner takes charge of their own learning process. Learners have the freedom to choose how, when, and what they learn, and they develop the skills and motivation necessary to direct their own learning journey. Henry Holec (1981) stated autonomous learning characterized by learners' ability to self-regulate and take responsibility for their learning. It involves learners actively engaging in setting their learning goals, selecting appropriate learning materials and resources, organizing their study schedule, and evaluating their progress.

1.3.3 English Speaking

English speaking is the ability to effectively communicate in the English language through the spoken word. According to Brown (2001), speaking is an interactive process that involves creating meaning through the production, reception, and processing of information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. This involves the correct use of various

skills, including pronunciation, intonation, fluency, vocabulary usage, and grammatical accuracy.

1.3.4   Instagram

Instagram is a social media platform that mainly centers on the sharing of photos and videos (Constine, 2018). Instagram offers various features such as Stories, IGTV, Reels, and Live, providing users with different ways to share and interact with content. It enables users to follow others, engage with content through likes and comments, and explore topics via hashtags. It has become a popular platform for personal expression, social networking, brand promotion, and content marketing.

1.4 Objectives of the Study

Based on the formulation above, the objectives of this study is to find the students' perceptions using Instagram for autonomous Speaking English learning.

1.5 Significance of the study

This research offers valuable insights into how EFL students use Instagram as a tool for autonomous learning to develop their English speaking skills. Understanding these perceptions can help educators integrate social media platforms more effectively into language learning curricula. Additionally, the research can identify specific ways in which Instagram supports the development of English speaking skills, leading to the creation of targeted interventions and activities that enhance students' language proficiency through social media engagement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings of the research, the researcher make several conclusion by showing the result of the interview towards the EFL students : Overall, respondents' feedback was predominantly positive. All students perceive that an Instagram account can support independent English learning due to its appealing, efficient, and flexible platform. They appreciate the opportunity to learn more vocabulary and grammar through Instagram, finding it effective for autonomous English learning. Second, Instagram as a media offers significant benefits for communication and accessing information anytime, anywhere. Learners appreciate the freedom to choose accounts and content that align with their interests for studying English independently. Third, students enjoy the experience of learning English through Instagram and actively follow English accounts for speaking practice, driven by personal motivations. Fourth, challenges encountered by students using Instagram for independent English learning include difficulty understanding content and encountering unfamiliar vocabulary. On the other hand, students have difficulty learning via Instagram when there is no internet network, or an unstable internet network greatly hinders the learning process via Instagram. Additionally, students express a lack of confidence in practicing English speaking. For the last, the autonomous use of Instagram

shows potential for long-term learning, as it provides continuous access to English language content that enhances speaking skills over time.

5.2. Suggestion

This study has identified several limitations. Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for each other.

For the teacher can use Instagram social media as a learning method to improve the student's English speaking skills. Teachers can use Instagram's features as a learning media, such as giving assignments to students to create English language content on Instagram.

For the students with Autonomous learning strategies, the researcher hope the students can use Instagram features to improve their English skills. Students can also understand in depth the English content provided by Instagram.

The future researcher, can analysis autonomous learning in other aspect in wider area. The future researchers can conduct the research of autonomous learning via Instagram in other aspects of English such as reading and listening. Thus, these results can be applied to a wider area.

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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

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(Ika Rizqiana)