

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theoretical Framework

##### 1. Definition of Independent Learning

There are two kinds of learners in teaching and learning process, they are dependent and independent learners. The dependent learner is a passive recipient of knowledge, learners accept the teacher as the explainer or expert in the learning process and sees his or her own role as dependent. In the opposite, the independent learner is active in directing and regulating his or her own learning and is him/herself a learning expert.

Independent learning skill is one of the secrets to be successful in tertiary level learning. Meyer et all (2008) told that the most common means independence learning is 'self-regulated' their learning in which the students are having an understanding of their learning; being motivated to take responsibility for their learning; and working with teachers to structure their learning environment.

Independent learning is also known by a number of other terms: autonomous learning, self-directed learning, independent study and self-regulated learning by Broad (2006). All these terms refer to a concept where learners are involved in their own learning process.

A comprehensive audit of terms used to describe 'independent learning' was undertaken by Kesten in James Broad (2006) 'Autonomous

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learning, independent study, self-directed learning, student initiated learning, project orientation, discovery and inquiry, teaching for thinking, learning to learn, self instruction and life-long learning’.

The researcher can conclude that independent learning’ is often linked with other approaches of learning such as ‘personalization’, ‘student-center learning’ and ‘ownership’ of learning. In addition, many experts means that independent learning provides opportunities for students to determine: learning objectives, learning resources and learning activities according to their own needs, students take steps to decide what, when and how to learn and try to use methods that support their activities learning. Learners recognize that they are the learning experts for their own learning. In other words independent learning is an activity that is entirely under the control of the learner.

#### a. Model of Independent learning

There are many theories of learning styles, some suggest that individuals have different ways of learning, through written text or through imagery. This conceptualization of learning has provided a useful basis for teachers and students to talk about learning.

- 1) Pintrich (2000) proposed a theoretical model of self-regulated learning that emphasizes the importance to the learners of planning, self-monitoring, controlling and evaluating their learning activities.
- 2) Zimmerman (2002) extended Pintrich’s model by emphasizing the importance of motivation within self-regulation. Zimmerman

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suggested that motivation influences the three phases of self-regulation: forethought, performance and self-reflection.

- 3) The Greek writers Marcou (2005) suggest the importance of studying volition when considering motivation within models of self-regulated learning. By volition they refer to the knowledge and the skills necessary to establish and support an intention until goal attainment.

So, it can conclude that individuals have different ways of learning and it has provided a useful basis for development student's independent learning.

**b. Elements of Independent Learning**

According to W R Meyer (2010) state the key elements of independent learning may comprise factors that are internal and external to learners. The internal elements of independent learning are the skills that individual learners have to acquire to progress towards independent learning. These are cognitive skills, metacognitive skills and affective skills:

- 1) Cognitive skills include memory, attention and problem-solving. Students need to have reached a certain level in their cognitive development, such as being able to decode basic information, before they can embark on independence learning. Teachers are able to promote this cognitive development to encourage independence learning.

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- 2) Metacognitive skills are skills associated with an understanding of how learning occurs, such as students being able to state how they learn and students being able to identify other people who help them with their learning. Metacognitive skills are necessary for students to self-assess their learning.
- 3) Affective skills are skills that are relate to feelings and emotions, such as developing a value system, then internalizing and acting on these values. Motivation is considered the most important affective skill and is directly associated with an increased capacity for independence learning and can also be an outcome of independence learning.

According to Benson in Hyland (2004) divides out of class learning into three categories: self interaction, where learners deliberately plan to improve the target language and search out resources to help them to do this, for example by using self study grammar books to improve their grammar; naturalistic language learning, where they learn mainly unintentionally through communication and interaction with the target language group, for example when engaged in discussions with English speaking classmates or colleagues; and self-directed naturalistic language learning, where learners create or seek out a language learning situation, but may not focus directly on learning the language while they are in that situation. For example, learners may subscribe to an

English newspaper everyday with the underlying aim of improving their vocabulary, but may read it mainly for the news without undertaking any specific learning activities. As we shall see, the types of out of class learning carried by students in this study encompass all three of these categories, but focus mainly on the third category. The important thing is that they involve self-directed, active and purposeful involvement with the language outside a formal learning context.

The external elements are the development of a strong relationship between teachers and students and the establishment of an ‘enabling environment’. The first ‘physical environment’ refers to the environment in which independent learning takes place, such as a library or a classroom. The second, the ‘time environment’ may therefore refer to the length of time teachers give students to work on specific tasks. Then, there is the ‘peer environment’ whose norms and expectations may increase or decrease students’ willingness and ability to undertake independent learning. This is followed by the ‘material resources’, which refer to study aids such as books and audio tapes. Finally, at the top of the hierarchy are the ‘tutor resources’, which refer to the traits, knowledge and skills of teachers, tutors and mentors.

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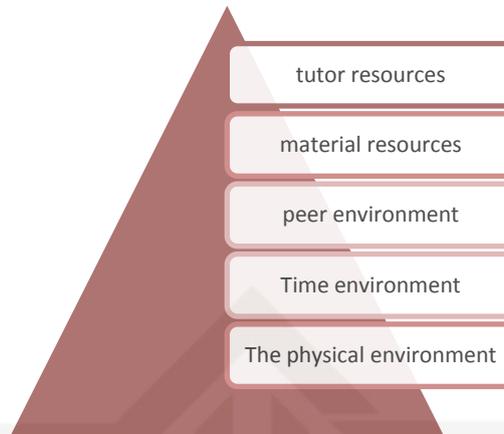


Figure II.1  
Elements of Independent Learning

While the use of ICT is not mentioned explicitly as part of Macbeath's hierarchy of support, its importance is implied at all levels. There is an implicit assumption that ICT is an essential component of this enabling environment. The 'physical environment' in schools is being increasingly equipped with many forms of ICT. Such as the internet, electronic whiteboards, computers with various software, and mobile devices.

Similarly the 'time environment' and the 'peer environment' are likely to be influenced by ICT since teachers and students are able to communicate by various means, including electronically and physically. This may provide more flexibility in the time students have for learning and how they perceive learning. The 'material resources' are inevitably based on ICT, with students more likely to use an internet library than a physical library when searching for information. The 'tutor resources' are also likely to be influenced

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heavily by ICT since teachers' knowledge and skills are enhanced and developed through ICT.

So, ICT can engage and motivate children and young people and meet individual learning needs. It also demonstrates how teachers can act as facilitators within the classroom, by supporting students in the use of ICT and therefore in the development of students' independent learning.

**c. Benefits of Independent Learning**

Benefits of independent learning according to Meyer et.al (2008) are:

- 1) Improving academic performance;
- 2) Increasing motivation and confidence;
- 3) Increasing students' awareness of their limitations and their ability to manage them;
- 4) Enabling teachers to provide different tasks for students; and
- 5) Foster social inclusion by countering alienation.

**d. The Role of Teacher**

There is a key role of teachers in assisting students to become independent learners by ensuring that students were actively involved in learning. Some of the strategies that supported students' independent learning including:

- 1) Scaffolding: this refers to the supportive structure provided by skilled others, in this case teachers, which aids students in their learning. The

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- objective is the gradual transfer of responsibility from the teacher to the student step by step, the teacher responding flexibly to students' responses rather than following a predetermined teaching path.
- 2) Providing students with opportunities to self-monitor: the review suggested self-monitoring depends on the two processes of establishing goals and receiving feedback from others and from oneself. Teachers encouraged students to self-monitor by helping them use internal and external feedback to see whether the strategies they were using were effective for achieving learning goals.
  - 3) Offering models of behavior: independent learning was promoted by encouraging students to model the behavior of their teachers, including, for example, teachers showing students how categorizing information made it easier to remember.
  - 4) Developing communication that included language focused on learning: this helped students become more aware of the steps involved in learning, understanding their own learning styles and helped students and teachers share their thinking.
  - 5) Providing feedback on homework: this was found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning.

So, it concluded that in successful independent learning part of the role of the teacher shifted from an expert transmitting knowledge to that of a 'coach' helping students to acquire the strategies necessary for

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learning. It suggested a key activity was teachers helping children to create their own representations of learning goals.

A number of studies suggested that ICT played a helpful role in independent learning because:

- 1) Offered opportunities for the easy assessment and measurement of self-directed learning;
- 2) Increased the speed of access of information; and
- 3) Provided a medium for interaction between learners and between learners and their teachers.
- 4)

**e. The Role of Assessment**

According to Black et.al in W R Meyer (2010) suggested that schools should promote practices that have the potential to increase autonomy in learning without necessarily relating this to assessment. The literature indicates that both formative and summative assessments are important for independent learning. Formative assessment contributes to the process of learning and summative assessment demonstrates the outcomes of independent learning. It seems that the use of both these forms of assessment may promote independent learning.

The US-based writers Paris and Paris in W R Meyer (2010) stress the importance of formative assessment because it improves students' motivation, behaviour and attitude in the classroom. According to Paris and Paris formative assessment should include self assessment by

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students, involving students evaluating their own level of understanding and interest.

Considering the UK, Griffith in W R Meyer (2010) suggests that devices such as profiling, records of achievement, pupil-negotiated settlements, subject counselling and peer assessment may broaden the assessment process to include the student. In Griffith's view, the best assessment systems combine criterion and self-progress references, so that, in his ideal scheme, the collaborative group of learners might decide on what to assess and how to assess it and the teacher might validate the assessment. .

These notions indicate that the role of assessment for independent learning is based on ensuring that students understand the standard of performance that is expected of them. Students then monitor their own performance against this standard, and know what they can do to improve. Therefore assessment allows for students to become owners of their own learning, thus paving the path towards independent learning.

So, the relationship between assessment and independent learning suggests that careful consideration needs to be given to the development of formative and self-assessment approaches when they are being used to foster independent learning.

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## B. Relevant Research

The relevant research is a research conducted by Rachael Field and James Duffy Queensland University of Technology on the title “*Independent Learning Skills, Self-Determination Theory and Psychological Well-being: Strategies for Supporting the First Year University Experience*”. They stated that Self Determination Theory represented an important theoretical framework for considering how independence learning skills can promote self-management capacities, and consequently the psychological well-being of first year students. The second research by Meyer (2010) on title *Independent learning: a literature review and a new project*. He stated that The successful promotion of independence learning required careful attention to the learning environment, focusing on both the relationship between teachers and students. Teachers may be helped to promote independence learning in their students through an understanding of the models and theories of learning that underpin effective learning. In addition in the research by Nenden Sri Lengkanawati (2017) under title *Learner Autonomy in the Indonesian EFL Settings*. She stated that the participating teachers tended to maintain that autonomy should be inculcated among learners, and that the LA concept should not be misinterpreted as learning without a teacher. Concerning choices and decision by the learners, it was believed that learners making choices about how they learned and what activities they did, and involving them to decide what and how to learn could

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promote autonomy among learners. As regards LA-based teaching-learning practices, it was revealed that most teacher desired to implement LA principles in their teaching-learning contexts, although they identified that many of the LA principles were not that feasible to apply in their situation.

**C. Operational Concept**

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. The operational concept should be interpreted into particular words in order to make it easier to measure.

There is one variable in this research:

Indicators of variable independent learning by Benson (2001) the indicator of independent learning are:

1. Students deliberately plan to improve English and search out resources to help them.
2. Students learn mainly unintentionally through communication and interaction with the English group.
3. Students create or seek out a English learning situation, but may not focus directly on learning English while they are in that situation.