

An Autonomous English Learning Model Performed By Non-English Lecturer

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Abstract

This research aims to explore the model of autonomous English language learning implemented by a non-English lecturer at IAIN Manado. The research uses a qualitative approach with a case study method and employs three instruments: observation, interviews, and documentation. To conduct, the researchers identify one research subject whose status as the non-English lecturer but teaching English in IAIN Manado. To analyze, the researchers conduct Miles and Huberman's analysis model through data reduction, data display and data verification. The results indicate that the non-English lecturer adopted a Semi-Autonomous Learning (SAL) model while in high school and a Full Autonomous Learning (FAL) model since becoming a lecturer. Factors influencing the lecturer's autonomous English learning include internal and external factors, such as interest in learning, motivation, and needs. Additionally, the lecturer's self-directed learning activities include attending various webinars, seminars, or international conferences, writing articles in English, utilizing English learning media, reading English textbooks, and familiarizing themselves with English references. The challenges faced in implementing autonomous English learning as a non-English lecturer include limited study time and a less supportive work environment. To address these challenges, the lecturer uses weekend breaks to engage in deeper self-study at home by participating in international classes or webinars. Furthermore, this research highlights the potential model to be effectively adopted, underscores the internal and external factors for learning practices, follow up the following problems to have a good institutional policy. Recommendations could include creating flexible schedules, integrating language learning opportunities into faculty development programs, and fostering a good community to practice and share strategies as well as experiences.

Keywords: autonomous learning, non-English lecturer, English language

Introduction

The concept of autonomous learning was first introduced into Western educational practices in the 1860s, and while it has been extensively studied, a universally accepted definition has not emerged. It became integrated into language

education in the 1970s, and according to Broady's research in the 1990s (as cited in (Gu, 2023)), teachers' roles expanded beyond simply managing the teaching process; they were also expected to motivate students and guide them toward developing their self-study skills for autonomous learning. Autonomous English learners are those who independently study English using various media, without relying on traditional teaching methods or materials. They take full responsibility for their learning by setting goals, selecting learning resources, and evaluating their progress, all while striving to achieve their desired outcomes in the language-learning process.

As for the learning process, every learner, especially autonomous learners, has their own way or model of learning. The learning model they use to improve their skills is a model that is certainly different from the learning model generally applied by English language instructors, where each learning process must be tailored to the existing curriculum and syllabus. Therefore, autonomous learning is a new option in 21st-century learning because the activities in this model engage learners in an authentic learning situation. Learners who participate in learning are responsible for their learning, and they certainly have their own rights in determining what will be learned and how the learning process will be conducted. The autonomous learning model implies full access to learning improvement focuses, setting goals, and learning methodology. Through the process of autonomous learning, learners will face some difficulties, however, these lessons make them learners with the ability to improve and innovate.

According to Dmitrenko et al. (2021) autonomous professionally oriented English communication is delineated as an independent, self-elected, and self-regulated learning endeavor propelled by internal drive, with the goal of proficiently mastering professionally focused English communication. This process necessitates learners to execute a series of procedural steps, including articulating the aims and objectives of their learning activities, prioritizing these objectives over personal interests, autonomously organizing their learning activities and schedule, and exercising self-monitoring of their learning activities. Therefore, it is important for everyone who wants to start learning something, especially English autonomously or independently, to be smart in carrying out a series of processes and paying attention to important aspects as mentioned above so that the learner can get good results from the autonomous learning process.

Good results from learning English independently can greatly benefit learners, especially those who master all four language skills (Budianto & Mason, 2021). However, not everyone who learns English, whether formally or informally, achieves this level of proficiency. In the academic world, English mastery has become an essential requirement for both students and lecturers. As universities are expected to produce

graduates who are highly skilled and competitive in the globalized world, English proficiency is now a fundamental need. Lecturers who are proficient in English can effectively help prepare students for the workforce, enabling them to apply their knowledge confidently upon graduation.

Moreover, mastering English is not only important for teaching purposes but also for enhancing the quality of a lecturer's professional performance and fulfilling workplace responsibilities. Lecturers are increasingly required to engage in research, community service, and scientific publications, all of which demand a strong command of English, especially in writing, listening, reading, and speaking. This necessity is reflected in various laws and regulations, such as the Teachers and Lecturers Law and the Ministry of Education Regulation Number 3 of 2020. English proficiency is particularly crucial for publishing in international journals, which often require submissions in English. By improving their English skills, lecturers can meet these professional demands, enhance the quality of their research, and contribute to educational and societal advancements. A strong command of English allows lecturers to access a broader range of research sources and stay informed about international research trends, which ultimately enriches their work and expands their research perspectives.

In addition to the need to produce scientific papers, lecturers are also required to be actively involved in scientific discussions, one of which is participating in seminars. For international seminars, of course, English is a fundamental requirement in order to be maximally involved in various scientific meetings. Many lecturers still find obstacles related to their poor English skills. In scientific discussions, lecturers still find obstacles to English language skills which can be divided into three groups sociocultural, linguistic and interpersonal problems.

One of the primary sociocultural challenges learners often face in acquiring English is the lack of opportunities to practice. In many non-English speaking environments, learners do not have enough exposure to English in daily life, which limits their opportunities to engage in natural, authentic language use. As Oller & Krashen (1988)'s Input Hypothesis suggests, language acquisition is most effective when learners are exposed to comprehensible input in the target language. However, in contexts where English is not spoken regularly, learners might struggle to find situations that allow them to practice speaking, listening, or even writing in English. For example, many learners in countries where English is not the primary language face challenges because the societal infrastructure doesn't support consistent practice opportunities outside the classroom. Vygotsky's sociocultural theory (1978) emphasizes the importance of social interaction in learning, particularly the role of the Zone of Proximal Development (ZPD),

where learners need the support of more capable peers or mentors. In the absence of such support, learners may struggle to advance in their language skills. This lack of opportunity often results in the learner's inability to internalize the language fully, especially in terms of fluent communication and cultural nuances that are vital to mastering a second language, Vygotsky (1978).

In this research, the researcher identified a research gap in several previous studies, where a non-English lecturer were not used as a subject. The research results from various researchers such as Rahmawan (2020), Hafid (2020), Dmitrenko et al., (2021), Rizki et al. (2023) and Wael et al. (2023) were examined, and it was found that most of these studies focused on subjects who were still students in senior high school and university. This research gap highlights the need for further in autonomous English learning model performed by non-English lecturer.

During a pre-observation at the Manado State Islamic Institute, the researchers gathered information about the criteria needed for the study, which included identifying non-English lecturer who frequently uses English through autonomous learning in their professional environment. The researchers also assessed the lecturer's ability to use English in relation to the demands of their work. The study focused on a single informant, a lecturer from the Faculty of Economics and Islamic Business. Considering this, the research aimed to explore the question, "How is the autonomous English learning model performed by a non-English lecturer?" The objective was to investigate how a non-English lecturer in the Sharia Economics study program applies an autonomous English learning model at the Manado State Islamic Institute.

Methodology

The qualitative methodology with a case study approach that is written descriptively will be used in this research with title "An Autonomous English Learning Model Performed by a Non-English Lecturer." Qualitative research involves an investigative process aimed at understanding a social or human problem through specific traditions of inquiry. Characterizes qualitative research as a method employed to scrutinize the characteristics of scientific subjects. In essence, Nurdin (2021) says that the qualitative approach is tied to textual data, such as words and sentences, and does not involve mathematical calculations or numeric analyses. In qualitative research methods, a case study is a detailed, in-depth examination of a specific phenomenon or a particular case within its context. It involves collecting and analyzing data through various methods such as interviews, observations, and analysis of primary and secondary sources to gain a comprehensive understanding of the case. Case studies are particularly useful for exploring complex phenomena, understanding the context in

which they occur, and identifying patterns and relationships that may not be apparent through other research methods.

By choosing this approach, data is obtained in the form of behavior, speech, activities and other actions that take place in an application of methods during the learning process. The presentation of the data obtained from the information is explained naturally by not losing its scientific nature.

The time used by researcher for this research was carried out from the date of issuance of the research permit in a period of approximately 2 (two) months from May – July 2024 which includes presentation in the form of a thesis and the guidance process takes place.

The subject of this research only focused on one informant, where the informant is a lecturer from the Faculty of Economics and Islamic Business at Manado State Islamic Institute. She is in charge of teaching financial accounting, Islamic economics, auditing, and other courses related to economics. This informant has been implementing an autonomous English learning model since she was in Senior High School until now. To collect the data, the researchers utilized observation to gather detailed and rich information about the phenomenon under study (Basavanthappa, 2011). Besides, the researchers executed an interview for gaining profound insights into how individuals experience, feel, and interpret the social world. Additionally, the researchers collected the data through documentation to gather information concerning the autonomous English learning model performed by a non-English lecturer. For the instruments, the researchers follow the instructions of data collection in this case using observation guidelines, interview guidelines, and also documentation. At final, the collected data were analyzed through qualitative case study method such as data reduction, data display and data verification.

Findings

Based on the research that has been conducted on one of the non-English lecturers within depth observation, semi-structured interview, and documentation, precisely a lecturer from the Islamic economics study program at IAIN Manado, the researcher found the results of the research on autonomous English learning model performed by non-English lecturer.

Observation

The results of observation tell that this informant always takes the time in between her busy schedule as a lecturer to learn to improve her English language skills. In addition, she also often uses code-mixing and code-switching every time she teaches

in the classroom. Code-mixing is two languages used simultaneously by speakers thus that they change from one language to another in one utterance. While code-switching is the use of sentences from two different languages which is the ability to switch from one language to another (Vitriya, 2023). Furthermore, learning media such as textbooks, pdfs, and power points for presentations that she uses are also in English. This is done so that she can get used to the English language which also has an impact on the students in her class. The quizzes or assignments given to students are also in English. In addition to the things that have been mentioned, there are also things that are no less important where the researchers also found that this informant has set the language used in all her gadgets in English. This was revealed so that she could get used to English as well.

Interview

Autonomous English learning model performed by a non – English lecturer

Semi-Autonomous

Based on the data obtained from the interview, the researcher found that this informant, who is a non-English lecturer, initially used the semi- autonomous learning type. According to Dickinson as cited in Uswatun (2013) , during this phase, learners are encouraged to take an active role in their learning. At the same time, teachers are advised to use new teaching methodologies to facilitate the shift from a teacher-centered approach to a student-centered approach. This transition phase can be referred to as semi- autonomous learning, where there is a partial, rather than complete, change in the roles of teachers and learners. She took an English course when she was still in Senior High School and practicing what she has learned when she is outside with her friends.

“I attended a course, took a course, English course itu sejak keals satu SMA sampai kelas dua SMA. Jadi kalau di kursus itu torang belajar toh, tapi kalau di luar ketika torang di sekolah atau hangout deng tamang – tamang pasti akan practice deng dorang.” (When I was in senior high school, from first grade to second grade, I took an English course... I learned in the course, but outside of the course, it’s like when I and my friends are hanging out, we’ll practice what we’ve learned).

To improve her skills, she also did a lot of self-learning through other media such as movies, books, and songs in English. The movies that she watched were English movies with the subtitles set in English as well. According to her, this was quite effective in improving her skills and increasing her knowledge of English vocabulary.

After graduated from high school, she then continued her education to a higher level, namely at university with a major in accounting which made her have to master

more English as well. Because the lecturers who taught in her classes often used English accounting terms and the textbooks used for learning were English textbooks. Therefore, she often learns English for specific purposes autonomously outside of class using several media such as *Google Translate and English dictionaries to further increase her mastery of vocabulary, especially those related to accounting in English.*

“... hampir semua subject mata kuliah itu menggunakan textbook berbahasa Inggris. Lalu dosen juga yang mengajarkan depe materi itu menggunakan bahasa Inggris. Bahkan sampe ujian UTS, UAS, itu torang pake bahasa Inggris.” (After I graduated from high school, I continued my study to a university where the lecturers use English textbooks as teaching materials, and also often the lecturers use English in teaching. Especially in accounting or economics, there are a lot of English terms that are different from English in general).

Full autonomous

Based on observations and interviews, the researchers found that the non-English lecturer has been learning English fully autonomously since starting her position in the Sharia Economics program at Manado State Islamic Institute. Full autonomy in learning, as defined by Dickinson (cited in Uswatun (2013)) means that learners take complete responsibility for their learning process, without relying on teachers or institutions for guidance. As a lecturer, proficiency in English is crucial, as many of her tasks such as speaking, listening, reading, and writing require strong language skills. Due to the demanding nature of her role, she must continuously improve her English. However, her busy schedule no longer allows for attending formal English courses, and she has to study independently in her free time. With access to various resources and media, she is able to choose her own learning methods and materials, allowing for a more flexible approach to her language development.

“I have to practice my English in conversation because I also joined international seminar or converences as a presenter... kalau ditanya bagaimana cara saya untuk mengimprove my English ya ikut seminar berbahasa Inggris. Selain itu saya juga suka membaca buku atau artikel penelitian dari luar negeri.” (I have to practice my English in conversation because I also join international seminars or conferences as a presenter. If asked how I can improve my English, it is by joining English seminars. I also like to read books or research articles from abroad).

Additionally, the researchers found through observations and interviews that the non-English lecturer employs several models or methods to learn English, as outlined below,

Joining an international seminar (as a participant)

As a non-English lecturer, she often attends international seminars from America and Australia that are of course in English two to three times a month. According to her, being a participant in international seminars allows her to practice her ability to listen to English with different accents and language styles. Especially when getting speakers

from Australia, it often makes it difficult for her to understand. In addition to these seminars, she also participated in several webinars to learn English with a focus on writing. Therefore, by regularly joining international seminars, she can improve her English skills.

“... and then tidak jarang juga I participate in the... kalau di akuntansi itu International Association dan itu rutin kayak 2 – 3 bulan sekali ikut kelasnya Amerika sama yang Australi. Differentnya itu saya pernah ikut kelas yang Australi nah they speak itu agak sulit.” (Its not uncommon for me to participate in seminars, for example in accounting it's called the International Association and it's routine like every 2 - 3 months to join the American class and the Australian one. The difference is that I have participated in the Australian class, but I think it is a bit difficult to understand. so if asked how I can improve my English, I will participate in English seminars)

Taking opportunities to be a presenter in international seminars

In addition to learning in theory, a non-English lecturer must also practice what she has learned. Therefore, a non-English lecturer took the opportunity to be a presenter in an international seminar to practice her English speaking skills.

“... terus kalau pas jadi dosen itu, I have to practice my English in conversation because I also joined international seminars or conferences as a presenter.” (When I became a lecturer, I had to practice my English in conversation because I also took the opportunity to join international seminars or conferences as a presenter).

Joining online courses

To improve her skills as a lecturer, she usually attends seminars, classes, or conferences online from abroad. One of them is DIME (Development Impact Evaluation) Analytics Course which itself organizes an annual conference on innovations in data and measurement in partnership with the World Bank's Development Data Group, the Center for Effective Global Action (CEGA) at UC Berkeley, and the Development Innovation Lab at the University of Chicago.

“selain itu saya juga iut DIME Course yang diselenggarakan oleh World Bank untuk menganalisis data. Jadi rata – rata pelajaran – pelajaran yang saya dapatkan itu untuk improve my ability as a lecture itu yah dari luar.” (In addition, I also participated in the DIME course organized by the World Bank to analyze data. So almost all the studies that I got to improve my ability as a lecturer were from abroad).

Making a habit to read English textbooks

Since she studied Accounting in her undergraduate degree, almost all books used in class as learning media were English textbooks. Now, as a non-English lecturer in the Economics department, she also uses English textbooks from overseas authors as teaching materials. That way she will find it easier to improve her ability to speak English.

"So I use both international English textbooks from the US and the ones from the UK. So inevitably you have to learn too so you can understand the content of the book.

Reading a lot of literature and Writing articles in English

As a lecturer who also often conducts research, a non-English worker often makes articles from abroad as reading material for reference and comparison. This has improved her English reading skills. In addition, she also uses several media or tools such as Google Translate and English dictionaries to help translate some words that she does not understand from the reading. That way, she can also improve her mastery of vocabulary in English.

Besides reading articles, writing is also one of the ways or methods used by a non-English lecturer to improve her English skills. According to her, this is the most effective way to learn English autonomously. Since 2014 she has been writing articles. The published article then becomes the output of the autonomous English learning model.

Practicing pronunciation through several media

In English, knowing how to pronounce a word or sentence well is an extra point. So as a non-English lecturer who doesn't have time to take classes, she utilizes media such as Apple Translate, Google Translate, and songs to learn good pronunciation. That way, when she speaks she will be more confident.

"... nah iya, kalo itu kita belajar. Kayak dari lagu juga sih. Kalo for translate sih, kalo dulu dictionary, kalo sekarang yah Google. Tapi kadang kita lebe suka yang Apple pe translate karena kita suka ada yang kayak depe cara ba pronunciation." (...for that I learned. From songs too... I used to use a dictionary, now I use Google. But sometimes I prefer to use Apple Translate because there's something like learning how to pronounce the vocabulary).

The challenges faced by a non-English lecturer to learn English autonomously and strategies to deal with the challenge

Limited study time

The main challenge when implementing an autonomous English learning model for a non-English lecturer is time constraints. Due to the many tasks of a lecturer, the time for learning becomes less. However, with the flexible characteristics of the autonomous learning model, it is easier for a non-English lecturer to be able to face the time challenge. One of them is by studying on weekends.

"tantangannya adalah waktu. Apalagi depe posisi sekarang kita ada tugas tambahan to, depe waktu aja sih. Jadi depe tips adalah kita belajar di waktu weekend, Sabtu sih kita belajar... biar Cuma satu jam, karena kita pe efektif belajar itu Cuma satu jam. Kalo so lewat dari satu jam kita kayak so nda fokus." (the main challenge is time.

Especially with my current position as a lecturer, there are definitely a lot of additional tasks that make me have less time to study. So my tip is that I will study during the weekend even if it's only for an hour. Because the most effective time for me to study is only one hour, if it goes beyond that I will find it difficult to focus again).

Thus, it is not a big problem for a non-English lecturer to learn even with limited time. Because with the characteristics of autonomous learning itself where the learner can manage their own time, methods, etc. independently, it makes the learning process more flexible.

Less supportive environment

An environment that is less supportive for autonomous English learning is one of the challenges that autonomous learners like this non-English lecturer often face. Sometimes she finds it difficult to learn or practice her English skills due to limited human resources who are equally eager to learn. The strategy she uses in facing this challenge is to increase learning and practice through several platforms, as explained by the researcher in the section on autonomous English learning models.

“challenges itu lagi sebenarnya kita pe lingkungan yang nda mendukung. Nda full support dang. Ada sih tapi Cuma beberapa, tapi nda yang semua kayak torang bagaimana belajar Bahasa Inggris.” (Actually, another challenge is also from the environment that is not supportive. Not full supportive. There are some, but not everyone wants to learn English).

Factors that Influence non-English lecturer to learn English Autonomously

Internal factor

As a learner, there are several factors that can influence the learner to learn. One of them is internal factors. The internal factors that influence a non-English lecturer based on the results of observations and interviews, namely the first comes from the motivation to learn. It will be difficult for someone to learn without motivation. As a lecturer, of course, it is necessary to master English language skills. Therefore, the motivation to learn and master English is very big for a non-English lecturer. The second one is learning interest. Where a non-English lecturer since she was still in school until now has a very high interest in learning. It is not uncommon for her to look for online classes or just learning content on social media to learn and improve her ability in English. Therefore, these two internal factors are factors that influence a non-English lecturer to learn English autonomously.

“learning motivation and learning interest are important factors that influence someone to learn... because I also think that learning a language is very important

for everyone, language is our way of communicating. so I am motivated to learn also as a necessity.”

External factor

The external factor that influences a non-English lecturer to learn English autonomously is the need for tasks as a lecturer. Where to complete these tasks will require English language skills. Examples include writing and publishing international articles, speaking at international conferences, or participating in activities with international standards.

“English is my need as a non-English lecturer. The needs of lecturers are tri dharma, namely teaching, then research publications, because i want to be a productive lecturer, so i must know how to write. And the average articles requested must be in English.”

Documentation

Based on the findings, the researchers gathered various forms of documentation to support the research. These include certificates from webinars and international conferences attended by the informant, either as a participant or presenter. Additionally, the researchers collected video recordings and photos taken during field observations, as well as audio recordings from interviews with the informant, which were later transcribed. The researchers also obtained books used for teaching and learning, as well as English articles written by the informant. Moreover, TOEFL certificates held by the informant were also part of the collected documentation.

Discussion

From results that have been obtained and presented, it is found that the informant who is non-English lecturer has implemented an autonomous English learning model for the past few years. The Autonomous English Learning Model itself is a learning approach that emphasizes learner control over their learning process. The model is designed to improve students' proficiency in English as a Foreign Language (EFL) and allow students to direct their own learning (Khulaifiyah et al., 2021).

According to Dickinson as cited in Uswatun (2013) there exist two types of autonomous learning such as Full Autonomous Learning and Semi-Autonomous Learning. In this case, based on the research results, non-English lecturer who became an informant in this study has implemented an autonomous learning model, especially in English learning using the two types referred to by Dickinson.

In this autonomous English learning process, initially the non-English lecturer used the Semi-Autonomous Learning (SAL) type. SAL is aimed at stimulating a learner's self-perceived autonomy indirectly by increasing task-related responsibility, self-awareness

and motivation. Increasing a student's task-related responsibility should be understood here as an attempt to give him/her more control over basic learning-related activities such as planning, organizing, timing, preparing and following up (Brijs & Clijsters, 2006). SAL itself is a type of autonomous learning where learners are encouraged to take an active role in their learning, engaging in hands-on activities under the guidance of the teacher. In other words, learners should be able to determine the direction of their learning independently although still under the guidance of the teacher. Thus, the SAL process occurred when the non-English lecturer was still in school, to be precise when she began actively attending English courses specifically since she was in the first to second grade of Senior High School.

Full Autonomous Learning (FAL) learners are responsible for their learning decisions as well as the implementation and preparation of materials completely without the involvement of their teachers, institutions or advisors. In other words, (Aston, 2015) said that the key element of full autonomy emphasizes on learners being in control of the preparation, process, and evaluation of their learning without contributions from others. As non-English lecturer who certainly has more duties and obligations than the average student but still wants to learn English, it requires her to use this type of FAL. That way, she can be flexible and not be bound by the rules and demands of learning from teachers or formal language learning places. She can choose what materials she wants to learn, as well as the learning methods she will use to learn. In addition, she can freely set her own study schedule, where she usually uses holidays or weekends to study. Using this type of FAL also allows her to study anywhere, not necessarily in a conventional classroom. This is of course very helpful for her, especially as a lecturer, to be able to learn more things that she wants to master or even what she needs such as English without disturb her duties as a lecturer.

To enhance her English proficiency, the non-English lecturer employs various methods that she believes are effective for her learning. These strategies include participating in international seminars, where she can practice her listening skills and improve her ability to write English articles on the seminar's themes. Additionally, she takes opportunities to present at international conferences, which helps her develop her speaking skills as she is often required to speak in English. She also participates in online courses, such as the DIME Course on Analytics from the World Bank, which supports her growth as an Accounting lecturer while simultaneously improving her English. Another method she uses is making a habit of reading and using English textbooks, which she believes is a vital part of mastering the language. Furthermore, reading research papers and articles from abroad enhances her academic English while contributing to her research efforts.

Writing articles in English is another key strategy she employs to practice and improve her writing skills. By routinely writing, she strengthens her ability to express her thoughts clearly in English. Moreover, she practices pronunciation through various media platforms, which have become widely available and offer valuable tools for mastering correct pronunciation. Although the lecturer faces challenges such as limited time and a less supportive environment, she uses these difficulties as motivation to continue learning. She tackles these challenges by using various platforms for both learning and practice, as discussed in the autonomous English learning model.

In terms of factors influencing her autonomous learning, both internal and external elements play significant roles. Internal factors like motivation and interest are particularly important (Filgona et al., 2020). Motivation is the driving force that propels her to continue learning, as it is linked to the need to achieve specific goals, such as improving her English for professional purposes. Interest also plays a crucial role, as it helps maintain focus and engagement in the learning process. These internal factors are vital for her success in autonomous learning. On the other hand, external factors, such as the requirements of her role as a lecturer, also contribute to her motivation to learn English. Mastering English is essential for tasks like publishing articles in international journals and presenting at global conferences, which are integral to her professional duties.

Conclusion

Based on the research results of the autonomous English learning model carried out by non-English lecturer at Manado State Islamic Institute, it concludes that this non-English lecturer has implemented an autonomous English learning model with types *Semi-Autonomous Learning (SAL)* when she was in Senior High School and *Full Autonomous Learning (FAL)* since she became a lecturer until now. the autonomous English learning model that she does are joining international seminars as a participant, take opportunities to be a presenter in international seminars, joining online courses, make it habit to read English textbooks, read a lot of literature in the form of studies or articles from abroad, routinely write articles in English to practice writing skills, and practice pronunciation in through several media. For further researchers who will conduct the same research, they can develop research objectives to be studied and focus more on what is being studied, also researchers must understand the focus of the study to be studied by multiplying literature studies related to the focus of the study to be studied. In this study, the researchers are aware that the researchers still have shortcomings that can be corrected or improved by further researchers such as evaluating and explaining the autonomous English learning model between non-English

lecturers and English lecturers, explaining more about autonomous and non-autonomous, or making comparisons between the two things that have not been able to be described in this study.

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