

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of The Related Theories

1. Concept of Learner Autonomy

a. Definition of Learner Autonomy

In relation to language learning, learner autonomy has been defined in various terms in the literature but is generally defined as the ability to take charge or be responsible for one's own learning. According to Lengkanawati (2014) in Nasution (2021: 9), in the Indonesian context, autonomous learning refers to a situation where a student uses language learning strategies to become an independent learner. It is also supported by Aprianti & Winarto (2021: 50), learner autonomy is defined as the ability of students to accept responsibility and make decisions about parts of their learning in both online and offline environments.

According to Kiet (2018: 38), learner autonomy is a multidimensional concept that includes three degrees of control over learning: learning management, cognitive processes, and learning content. Autonomy is about people having a more comprehensive understanding of their own lives and collective life (Thanasoulas, 2000 in Nasution 2021: 12). Furthermore, Nasution (2021: 12) says that autonomy can be interpreted as the accumulation of knowledge and experience; when a student develops a sense of self-awareness of his or





her learning by acquiring and applying that knowledge. Learner autonomy is a clear or conscious intention: a person cannot accept responsibility for his own learning unless he has a clear understanding of what, why and how he can learn (Nasution, 2021: 14).

From this definition, students must be independent thinkers who have a clear view of all aspects of learning, such as learning objectives, learning methods, learning materials, and so on.

b. Kinds of Learner Autonomy

Dickison in Nunan (1996) in Nasution (2021: 14-15) stated that there are two kinds of autonomous learner:

1) Full Autonomous

Full autonomy refers to a situation in which the learner is solely accountable for all learning-related decisions and their implementation. In full autonomy, no teacher or institution is involved. The learner is also independent of specially produced resources. This type of autonomy is employed for higher education or university students, known as andragogy.

2) Semi Autonomous

This appropriately describes the stage at which students are preparing for autonomy. To promote active learning, students should be encouraged to learn independently with assistance from the teacher. At the same time, teachers should use a new teaching approach to complete the shift from a teacher-centered to a student-



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centered model. This method is known as semi-autonomous learning. The teacher's function has somewhat changed during this process, similar to that of the students. This type of self-directed learning is ideal for senior high school, which includes pedagogy.

c. Characteristics of Learner Autonomy

In this part, according to Oxford (2018) researcher was divided the characteristics of learner autonomy into several parts, they are:

1) Learning Strategies

Learning strategy is viewed as a predictor of learners' learning outcomes since an effective learning strategy is always associated with successful learners. Aside from the impact of teacher-student connections on student success in learning outcomes (Jamaluddin et al., 2021). A study by Loh (2002), confirmed by Dumford et al. (2016), revealed that high and low achieving learners exist due to differences in the usage of learning techniques that affect their learning outcomes.

The relationship is clear, and it is confirmed by Schmeck (1988) in Jamaluddin (2021: 3467), who identifies learning strategy as part of the mechanism for ensuring learning objectives are met. Furthermore, a learning strategy is a mental activity that students use to acquire and comprehend school courses (Frey et al., 2018 in Jamaluddin et al., 2021: 3467).



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Based on the numerous definitions presented and the study synthesis, learning strategy can be defined as behavior or thoughts that influence learners' cognitive, metacognitive, and affective processes when mastering a subject.

2) Meta-cognitive knowledge

Metacognitive knowledge refers to what people know about themselves cognitively, the various techniques that can be utilized for learning and problem solving, and the requirements of a certain learning assignment. Knowledge of cognition refers to what people know about themselves or about cognition in general (Nurfadhilah, 2016: 25). Similarly, Anderson and Kathwohl (2001) in Wicaksono, et al (2021: 54) defined metacognitive knowledge as knowledge about cognition, which is similar to awareness and understanding of one's own cognition. Metacognition is the process of reflecting on one's own thoughts or cognition in order to improve learning. According to Proust (2013) in Wicaksono, et al (2021: 54), the sensitivity of the metacognitive context permits a person to exercise more adaptive control.

Based on the definition above, it can be concluded that metacognitive knowledge refers to cognitive awareness and understanding of one's own thoughts or cognition, which can be used for learning and problem-solving. It involves reflecting on thoughts



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or cognition to improve learning. The sensitivity of the metacognitive context allows for more adaptive control.

3) Learner Attitude

Attitude refers to a person's feelings and shapes their behavior towards learning. Attitude in language acquisition refers to one's opinion of oneself, the culture, the language, and the people who speak it. Attitude encompasses one's liking or hatred for someone or something, as well as an assessment of whether that person or thing is good, bad, beneficial, harmful, valuable, or not valuable (Saeed, Iqbal, Akhtar, & Saleem in Santana et al, :2017).

In addition, according to Susanti & Mujid (2019: 16) the definition of attitude, attitude is an important factor that influences students' behaviors during the teaching and learning process, such as their action to learn, effort, motivation, and so on. Furthermore, learners' attitudes about foreign language acquisition influence the level of success, and learners are affected by this achievement. In other words, learners' positive attitudes about foreign languages are reinforced by their success in foreign language training.

From the experts' explanations above, it can be concluded that attitude is a person's emotional state that influences their behavior towards learning, particularly in language acquisition. It encompasses opinions about oneself, culture, language, and others. Attitude influences students' actions, motivation, and success in



learning. Positive attitudes about foreign languages are reinforced by their success in language training.

Thus, based on the characteristics above from several experts, researchers took three characteristics of learner autonomy as indicators in this research, including *learning strategies, meta-cognitive knowledge, and learner attitude*.

2. Concept of Writing Skill

a. Definition of Writing Skill

Writing is a skill that students need to master well in order to improve their ability to gather many ideas that are presented in written form and that are easy for readers to understand. Writing is one of four English language skills that must be thoroughly acquired in school, university, or other writing contexts. Writing is a complicated process that requires a variety of talents (Sa'adah, 2020: 22).

However, you can improve your writing skill by using specific tactics and practicing with various patterns. Writing also reproduces spoken messages (verbal messages) into written language. According to Sakkir (2022: 111), This involves organizing, developing, and expanding ideas at the top of the paper so that readers can complete the author's message. Students understand how to write good content to develop ideas with relevant supporting sentences. By using correct tenses, adjectives, articles, and noun phrases, this skill allows students to improve their grammar.



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Another definition explained by Anisa (2023: 92), writing is a linguistic ability that allows someone to express ideas or information in written form by arranging letters, phrases and paragraphs using related structures and sentences. This is supported by the opinion of Besral (2015) who says that “Writing is a process of thinking deeply and transferring that thought into the form of written text by considering the reader and also the components of writing itself.”

Based on the definition above, it can be concluded that writing skill are a linguistic skill that allows you to communicate with readers by expressing ideas and feelings in written form that readers can understand. Writing skill are abilities that are acquired and applied based on the knowledge a person has. These skills are used effectively in writing by using special tactics.

b. Components of Writing Skill

To produce good writing, there are several components that the writer must pay attention to.

1) Content

According to Sa'adah (2020: 28) Content is the substance of writing, the experience of the main idea, and groupings of connected assertions that a writer offers as a unit when exploring a subject. Brown in Sa'adah (2020: 28) asserts that writing must convey the logical progression of ideas. He also stated that content consists of



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the thesis statement, linked concepts, and the development of ideas through personal experience, illustration, facts, and views.

From the statement above, content is a vital aspect of writing since it involves the thesis statement, thesis development, topic covering, and the importance of information.

2) Organization

According to Brown in Sa'adah (2020: 29), writing must include an introduction, body, and conclusion, an acceptable title, an effective introductory paragraph, the topic is stated, leads to the body, transitional expressions are utilized, the organization of content demonstrates a plan, and the conclusion is logical and comprehensive. He also stated that organization encompasses the effectiveness of the introduction, logical order of ideas, conclusion, and proper length.

From the statement, the organization of writing is an important feature that contributes to readers' ability to understand a written material by ensuring cohesiveness and coherence.

3) Vocabulary

Vocabulary is all the words that people know or use. Alqahtani in Sa'adah (2020: 29) defines vocabulary as the entire quantity of words required to impart ideas and represent the speaker's meaning. That is why it is critical to master vocabulary. So,



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vocabulary is the most important aspect of language. Without knowing the vocabulary, it will be difficult to understand a language.

4) Language Use

Grammar is the structure of language forms or verb phrases used to express time relationships. Language use in writing refers to the use of accurate grammatical form and a synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to create a logical relationship in paragraph writing.

Grammar in writing can be defined as the usage of sentence structures and constructions, including accuracy and correctness in agreement, number, tense, word order, articles, pronouns, and prepositions (Sa'adah 2020: 29).

5) Mechanics

Heaton in Sa'adah (2020: 29) states “the mechanic concerns about the writers’ ability to use correctly those conventions peculiar to the written language such as punctuation and spelling.” So, mechanics include capitalization, spelling, and punctuation in writing.

According to the explanation above, there are five components to writing assessment. They are: substance (concept), organization (structure), vocabulary (word selection), language use (grammar), and mechanics (spelling, capitalization, and punctuation).

c. Rubric Writing Assessment

Table II.1. Scoring Rubric of Writing

Aspects	Criteria	Scores	Categories
Content	• A Thorough development to topic. • Relevant to the topic but lacks detail. • Insufficient topic enhancement. • Lacks comprehension of the topic.	10 9 8 7	Very Good Good Fair Poor
Organization	• Ideas clearly, well organized, and logical sequencing. • Lack in organizing but main ideas stand out, and limited support. • Ideas confused, lacks logical sequencing and development. • Does not have organization, and not enough to evaluate.	5 4 3 2	Very Good Good Fair Poor
Vocabulary	• Accurate and powerful in selecting words/diction. • Accurate diction, but no longer strong. • Lacks diction precision, although this does not conceal the meaning. • Errors in diction, words, and their meaning.	10 9 8 7	Very Good Good Fair Poor
Language Use	• Use accurate grammar. • Some grammatical errors, but the meaning is not too obscure. • Major grammatical errors, and meaning is obscure. • Dominated by errors, and poor sentence construction.	10 9 8 7	Very Good Good Fair Poor
Mechanics	• Very little mistakes of mechanics. • Few mistakes of mechanics. • Many mistakes of mechanics. • Dominated by mistakes of mechanics.	5 4 3 2	Very Good Good Fair Poor

(Abbas: 2015)



2. Penggunaan tanpa izin untuk kepentingan komersial atau pelanggaran hak cipta dapat dikenakan sanksi sesuai dengan UU Hak Cipta di Indonesia.
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3. Concept of Narrative Text

a. Definition of Narrative Text

There are several types of writing text, one of them is narrative text. Narrative text is a type of English text which is a story or a series of events that are connected to each other and are imaginative, created by the author to entertain the reader. In line with this, Anisa (2023: 94) says that, "Narrative text usually tells stories about things that happened or imaginary things. For example, a novel, short story, folktale, legend, fairytale, vacation, or the story of an unforgettable moment." In addition, Rebecca (2010: 1) in Susilawati (2017: 103) defines a narrative text is a text that describes a series of logical and chronologically related events caused or experienced by circumstances.

Based on the definition above, the term "narrative text" refers to literature that tells about the writer's experience and is intended to amuse and entertain readers. To gain readers' perspective and attention in a story, the writer must properly communicate their notions.

b. Generic Structure of Narrative Text

According to Anderson in Lubis (2016: 5) states that the steps for creating a narrative text include:

1) Orientation /Exposition

Readers are introduced to the main characters and, potentially, some lesser characters. There is usually some indication of where the action is taking place and when it will occur.



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2) **Complication/Rising action**

The complication is accelerated by a series of events, all of which we anticipate will result in some form of complication or issue. It would not be as exciting if something unexpected did not occur. This difficulty will affect the main characters, and the oven will (temporarily) prevent them from achieving their aim.

3) **Sequence of event/Climax**

This is where the narrator describes the character's reaction to the situation. It involves how people feel and what they do. The event can be told chronologically (in the order in which they occur) or through flashbacks. The audience is given the narrator's point of view.

4) **Resolution**

In this section, the implication may be addressed for better or worse, but it is rarely left fully unresolved (although this is feasible in certain types of narrative that leave us wondering “How did it end?”).

c. **Kinds of Narrative Text**

According to Wulandari (2019: 5-6) in Nuning as cited in Khusnul (2017) state that there are several kinds of narrative text, as follow:



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1) Legend

Legends are stories about human behavior that readers believe are part of the human narrative. A legend is usually a brief, traditional, and historicized story told in a traditional manner, as in the cases of Toba Lake, Malin Kundang, and Candi Prambanan.

2) Fable

A fable is a brief allegorical story with animal creatures that behave and speak like people. For instance, The Monkey and the Turtle and The Lion and the Mouse.

3) Fairy Tale

Fairies, goblins, elves, trolls, dwarves, giants, or gnomes are examples of folkloric elements that are commonly seen in fairy tales, along with the magic of enchantments. For example, Rapunzel, Cinderella, and Snow White.

4) Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society, Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne.

d. Narrative Text in Merdeka Curriculum

According to Maryati et al., (2022), the Merdeka Curriculum is a curriculum that includes a range of extracurricular learning activities to



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further maximize the content or learning materials and give students the time to explore concepts and hone their teaching and learning skills.

In the context of the Merdeka Curriculum in Indonesia, narrative text refers to a form of writing that tells a story, typically featuring characters, a setting, a plot, and an unfolding sequence of events. The Merdeka Curriculum, which is a part of Indonesia's educational reforms, places a strong emphasis on student-centered learning and aims to provide a more flexible and comprehensive approach to education. It encourages learners to develop critical thinking, creativity, and the ability to express themselves in various forms, including narrative writing.

Narrative texts in the Merdeka Curriculum are often used to help students develop storytelling skills, engage with cultural contexts, and express their thoughts creatively. They are not only limited to fictional stories but can also include personal experiences, historical events, or adaptations of traditional tales. Overall, in the Merdeka Curriculum, narrative texts are not only taught as a form of literacy, but also as a means to improve students' communication skills in various contexts, both orally and in writing.

B. Review of Related Findings

The researcher has collected about other research title which connected with the research will be conducted. *First*, by Nasution, N.A., BR. (2021). *The Correlation between Learner Autonomy and English Proficiency at the Eleventh Grade Students of MAN 1 Pekanbaru*. Thesis, Department English Education.



Faculty of Education and Teacher Training. Sultan Syarif Kasim State Islamic University of Riau Pekanbaru. This research used a correlational research using a quantitative method with two variables. The sample of this research was taken by using simple random sampling method from five classes in which each class had a different number of students. The total population was 169, and the total sample was 70. The data of the research were collected by using questionnaire and documentation. For learner autonomy, the researcher distributed the questionnaire that consisted of 19 items and designed by Zhang and Li (2004). Then for English proficiency, the researcher used documentation of the students' English score made and provided by the English teacher. The result of the research showed that sig.r obtained value was 0.018 lower than alpha value 0.05 which indicates that there was a significant correlation between learner autonomy and English proficiency. It meant that null hypothesis (H_0) was rejected while alternative hypothesis (H_a) was accepted. The value of r obtained is $0.282 > r_{table} 0.235$. It meant that the correlation coefficient was in the low level because correlation value (r) 0.282 was in the range between 0.200-0.400. The conclusion of this research is, there was a significant, positive, and low correlation between students' learner autonomy and students' English proficiency at MAN 1 Pekanbaru.

Second, from Aprianti, F., & Winarto, E.R. (2021). *Developing Learner Autonomy in Writing Through the Use of E-Portfolio*. Thesis, Department of English Language Education. Faculty of Teacher Training and Education. State University of Muhammadiyah Cirebon. This research explored the use of E-Portfolio to develop learner autonomy especially in the area of learner



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involvement, reflection, and target language use. The mixed method design involving the quantitative and qualitative data was used in this research. All in all, it can be concluded that the data showed that there is significant difference between the pre-test and post-test scores of the e-portfolio class and the e-portfolio free class both in terms of autonomy in general and in every aspect in particular. In other words, the implementation of e-portfolio had been empirically proven to be able to improve learner autonomy in writing. Accordingly, the result of the research supports the earlier evidence that the use of the e-portfolio can be implemented to develop learner autonomy. The findings also may reinforce and enrich the existing theories stating that e-portfolio have a positive role in developing learner autonomy in writing.

Third, Kiet, Ho., Si., T. (2018). *Effect of Learner Autonomy on English Proficiency of Non-English Major Students*. Thesis, State University of Danang-University of Foreign Language Studies. This article investigates the effect of Learner Autonomy (LA) on English proficiency (EP) of non-English major students. 635 Vietnamese students from five members universities of the University of Danang completed the questionnaire on LA. The collected data was compared with the scores of their English language course. The results show that there are overall positive and significant correlations between LA and their EP. However, while there are significant correlations between LA and EP among high proficiency learners, such correlations do not exist among low proficiency learners. The results also indicate that LA can predict students' EP. The study suggests that students should be aware of the importance of LA and empowered

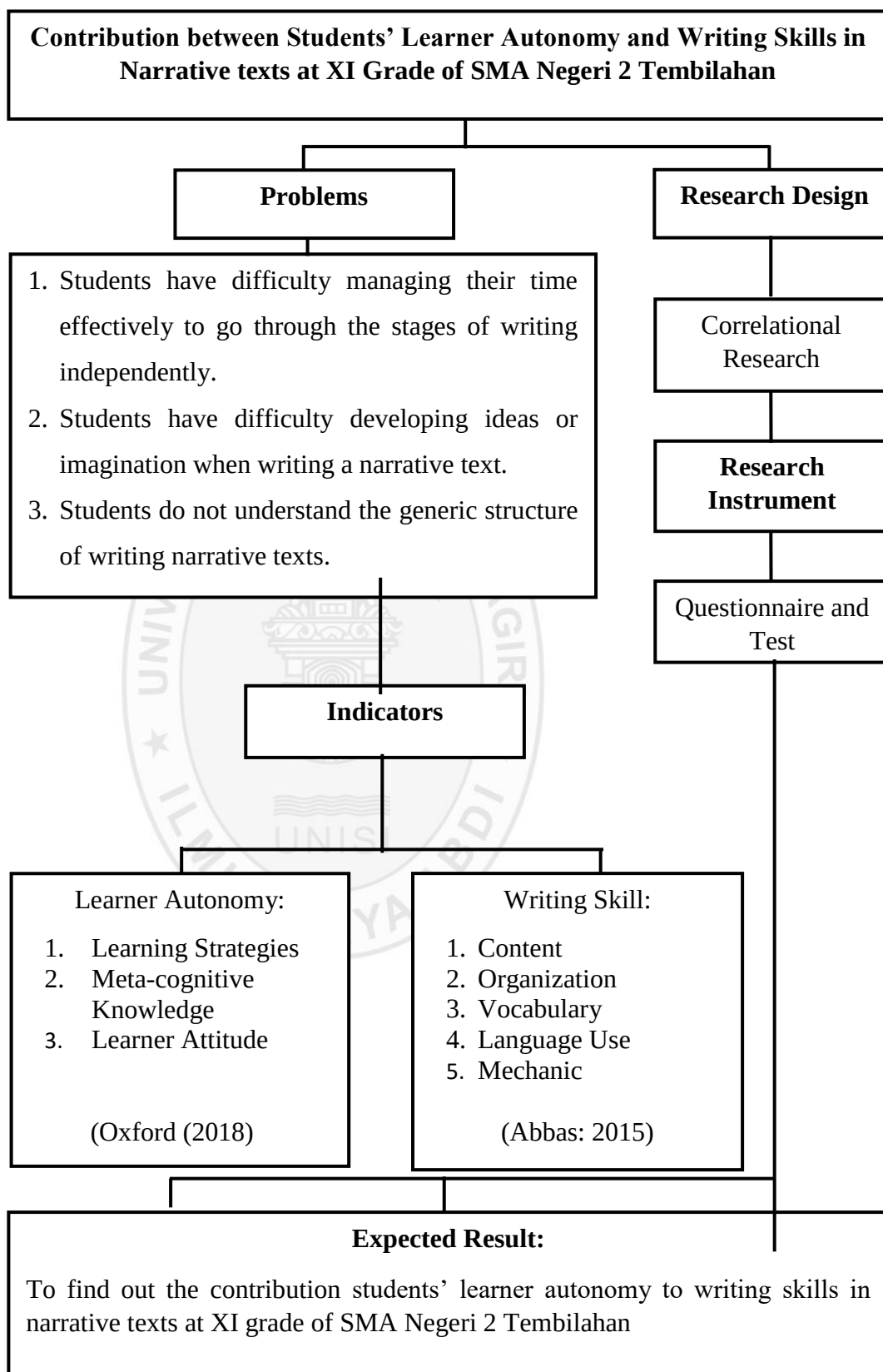


to take charge of their own learning process to enhance their language proficiency. Also, LA may be used by university administrators to predict learners' academic potential.

According to the explanation above, this research has similarities and differences from each related finding research. The similarity between this research and the first research is that the research design uses correlational research using a quantitative method with two variables, then the sample technique uses simple random sampling, the research instrument uses a questionnaire and this research both aims to determine the significant correlation between two variables. Afterward, the similarity between this research and the second research is that this research both explain the learner autonomy and students' writing skill. Next, the similarity between this research and the third research is that this research uses a questionnaire as a research instrument to obtain learner autonomy data. However, this research has differences sample with the first, second and third related findings research. The subject of this research is the students of Senior High School not from University because there are some differences about learner autonomy toward their writing skill between Senior High School and University students. Then other differences namely from the second research they used classroom action research as research design and from the third research they used experiments as research design. Therefore, this research focused on contribution between learner autonomy and students' writing skills of narrative text at XI grade of SMA Negeri 2 Tembilahan academic year 2024/2025.



C. Conceptual Framework





Based on conceptual framework above, this can explain what steps the researcher took for this research. First of all, research found the problems of her research in the location. Based on the problems, researcher interested in conducting a research on there by using a correlational quantitative research, where thus research design will consist of two variables; learner autonomy as variable X, and students writing skill as variable Y.

The purpose of this research is to know students' learner autonomy in learning English of narrative text, to know how writing skill in learning English of narrative text, and to find out whether there is any significant correlation of both. Moreover, the research instrument of this research used questionnaire and test.

After collected the data, researcher analyzes the data by testing the hypothesis of data which researcher got from questionnaire and test. Then finally, researcher concluded from the analyzing of the data whether there is any significant correlation between students' learner autonomy and writing skills in narrative texts. Then how high or low the contribution between the two is.

D. The Assumption and Hypothesis

1. The Assumption

The researcher assumes that students' learner autonomy has correlation and contribution with their writing skill of narrative text. Then, students' who have higher learner autonomy will have higher writing skill.



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2. Hypothesis

A hypothesis is simply a tentative statement made to draw and test logical or empirical consequences that will determine the outcome of an outcome. This is an important component of the scientific approach to study. The significance of research findings is determined by the quality of the hypothesis. A hypothesis is a tentative assertion about something that can be empirically tested to determine its validity (Singh 2020: 147-148).

Alternative Hypothesis

Alternative hypothesis is “a set of two hypothesis (research and null) which states the opposite of the null hypothesis.

H_a : There is a significant correlation between students’ learner autonomy and writing skills in narrative texts.

Null Hypothesis

Null hypothesis is “reverse of research hypothesis. It is a hypothesis of no relationship. Null hypothesis does not exist in reality but are used to test research hypothesis.”

H₀: There is no a significant correlation between students’ learner autonomy and writing skills in narrative texts.