STUDENTS' LEARNING INDEPENDENCE IN ENGLISH LEARNING DURING THE IMPLEMENTATION OF DISTANCE LEARNING AT SMP NEGERI 1 LAMASI

A Thesis

Submitted to the Faculty of Tarbiyah and Teacher Training IAIN Palopo to Fulfill One of the Requirements for the Undergraduate Degree of Education in the English Department
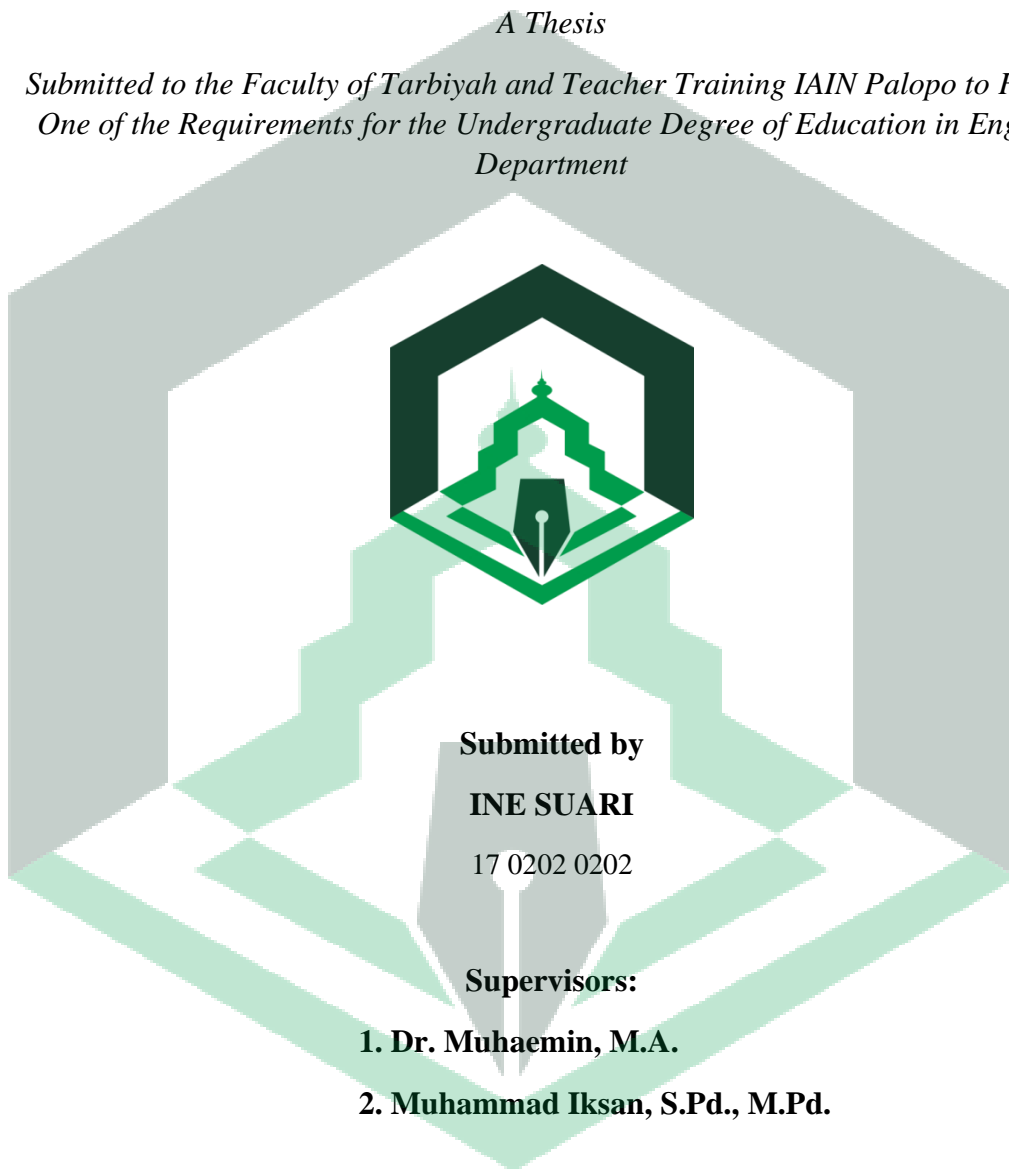
Submitted by

INE SUARI

17 0202 0202

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO

2022

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Supervisors:

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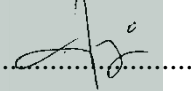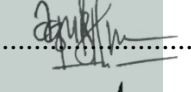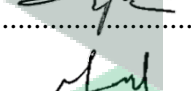
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO

2022

THESIS APPROVAL

This thesis entitled **"Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi"** which is written by **Ine Suari, REG. Number 17 0202 0202**. S1 English Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session, which is carried out on **Friday, 22nd April 2022 M**, coincided with **20th Ramadan 1443 H**. It is authorized and accepted as partial fulfillment for S.Pd. degree in English Language Teaching.

Palopo, 22nd April 2022 M
29th Ramadan 1443 H

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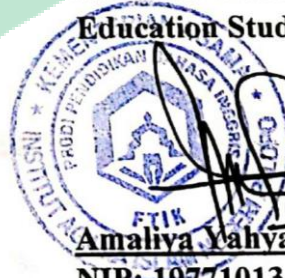
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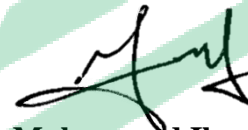
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Palopo, 2 Februari 2022

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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Pembimbing I

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Lamp : -   Palopo, 2 Februari 2022

Hal   : Skripsi

Kepada Yth,

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Wassalamu'alaikum Warahmatullahi Wabarakatuh

                                                Pembimbing II

                                                Muhammad Iksan, S.Pd., M.Pd.
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Department : English Education

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With all awareness and consciousness, the researcher who signed below, pronounces that this is literary work of research herself. If it is proven that this thesis is duplicated, copied made by other people as a whole or partially, it causes this thesis is invalid for law.

Palopo, 29th April 2022

Researcher,

Ine Suari
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

اَلْحَمْدُ لِلهِ رَبِّ الْعَلَمِيْنَ. وَالصَّلَاةُ وَ السَّلَامُ عَلَى سَيِّدِنَامُحَمَّدٍ وَعَلَى اَلِهِ وَاَصْحَابِهِ

اَجْمَعِيْنَ . (اما بعد)

Alhamdulillahi Robbil 'Aalamiin, the researcher, expresses her sincere gratitude to the almighty God, Allah SWT, for guidance, mercy, and good health, so that the researcher could finish this thesis. Salam and shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad SAW.

The researcher realized that in carrying out the research and writing this thesis, many people had contributed their valuable suggestions, guidance, assistance, and advice to complete this thesis. Therefore, the researcher would like to express her gratitude to:

1. Prof. Dr. Abdul Pirol, M.Ag., as the Rector of State Islamic Institute (IAIN) Palopo for all the facilities provided and always providing encouragement, guidance, and advice during the researcher studies at the University.

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10. The researcher would like to express her profound gratitude to her parents, Jumadi and Husnia, for their prayer, financial, motivation, and sacrifice for

her success and for her brother, who continuously pray to Allah SWT and gives her support.

11. Especially to my comrades in the BIG B class of 2017 because we were always together both joy and sorrow during the lecture process, always giving encouragement, prayer, and assistance both morally and materially. Hopefully, it will become an unforgettable memory.

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The researcher is fully aware that this thesis is far from perfect. Therefore, with humility, the researcher accepts suggestions and constructive criticism from various parties for the perfection of this thesis. In the end, only to Allah the researcher submits everything. Hopefully, this thesis will be helpful for everyone, especially for the researcher.

Billahi Taufiq Wal Hidayah

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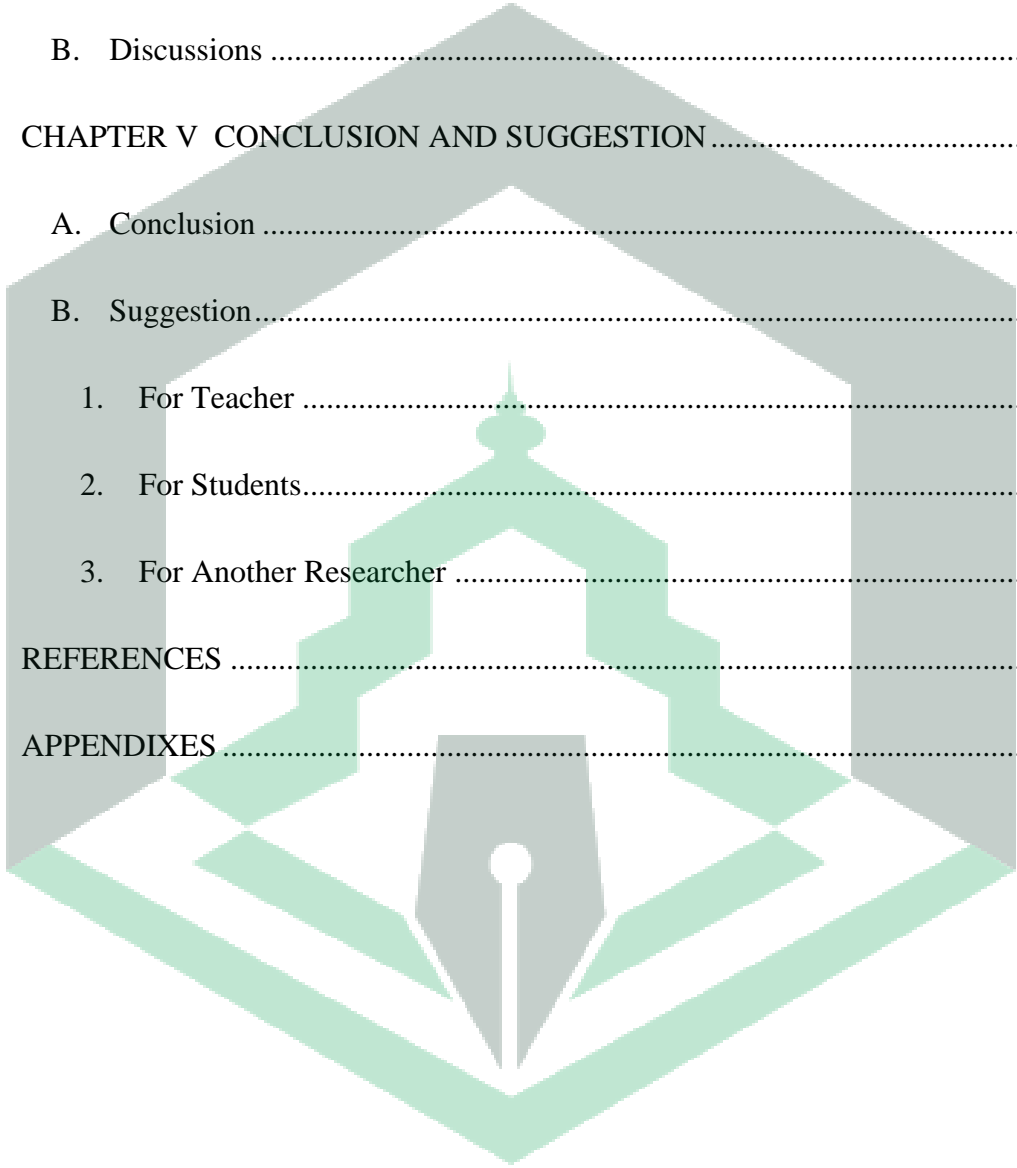Palopo, 2nd February 2022

Researcher,

Ine Suari

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ABSTRACT

Ine Suari, 2022, "*Students' Learning Independence in English Learning During the Implementation of Distance Learning at Smp Negeri 1 Lamasi*". Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Muhaemin and Muhammad Iksan.

Considering the importance of learning independence during the implementation of distance learning, this research aimed at describing the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 LAMASI. The problem statement of this research was "How are the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 LAMASI?". This research applied a mixed-method with a sequential explanatory research design. The researcher got the data from fifty-four ninth-grade students and one English teacher at SMP Negeri 1 Lamasi in the academic year 2021/2022. This research used a questionnaire to obtain information from students about their learning independence. Besides, the researcher used the interview as reinforcement for the answers to the questionnaire distributed. This research indicated that the students' learning independence in English learning during the implementation of distance learning was in the high category. The highest percentage was achieved by the indicator evaluating the learning process and outcomes (80.44%), followed by setting goals or targets of learning (77.93%), self-efficacy (77.16%), seeing adversity as a challenge (75.81%), initiative and motivation to learn (74.23%), utilizing and searching for relevant sources (74.23%), monitoring, organizing, and controlling learning (73.15%), diagnosing learning needs (68.21%), and choosing and implementing learning strategies (63.43 %). Then, the average percentage of all indicators was 73.84%. Based on this research, it is intended that teachers and students will collaborate to promote students' learning independence throughout the implementation of distance learning because learning independence is critical to the success of the distance learning process. Those who have independent learning will be fully in charge of their learning process to get the best results.

Keywords: Learning Independence, English Learning, Distance Learning

CHAPTER I

INTRODUCTION

A. Background

Education is a tool that can change our way of thinking and behavior to achieve important life goals at the personal, social, and national levels. Based on Law No. 20 of 2003, education is a purposeful and organized attempt to establish a learning environment and process in which students actively develop their potential for spiritual power, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state.[1]

Education is also essential for the existence of human civilization. Education is the starting point for all developments and inventions in human existence, in all professions. Various teaching approaches vary over time in response to changing periods and human life rules. Education is considered a basic need, virtually on par with basic human necessities like food and water.

Currently, humans around the world are dealing with the Coronavirus. Coronavirus is a new SARS-CoV-2 virus that spreads from human to human. The disease from this virus is known as Coronavirus disease 2019 (Covid-19). The Coronavirus has distributed rapidly globally and has an immediate impact in various parts of the world. The Indonesian government has implemented various

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[1] Government of Indonesia, "Law Number 20 of 2003 Concerning the National Education System," July 8, 2003, https://pusdiklat.perpusnas.go.id/regulasi/download/6.

policies to prevent the rise of COVID-19 in Indonesia, including isolation, social and physical distancing, and widespread social restrictions (PSBB).

The implementation of these policies has an impact on the education system. The Indonesian government has changed the learning system from face-to-face to distance learning based on the Circular of the Minister of Education and Culture of the Republic of Indonesia No.36962/MPK.A/HK/2020 concerning Online Learning and Working from Home to Prevent the Spread of Corona Virus Disease (Covid-19).[2] According to Tian Belawati (2020), distance learning is a viable choice due to its adaptability, which helps learners to access knowledge and understand materials without time and space boundaries.[3] Given that schools are academic units that automatically become a gathering place, distance learning is a solution to prevent the transmission of the Covid-19 virus.

Although distance learning allows learning to run flexibly and still be carried out during the covid-19 pandemic, the implementation of distance learning raises new problems in the education process. According to Purbasari (2020), several issues arise for teachers and students during the execution of distance learning. First, the incomplete explanation of the material provided by the teacher during the distance learning process makes teachers replace it by giving an

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[2] Government of Indonesia, "Circular of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 Concerning the Prevention of COVID-19 in the Education Unit and the Number 36962/MPK.A/HK/2020," March 17, 2020, https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pemebelajaran-secara-daring-dan-bekerja-dari-rumah-untuk-mencegah-penyebaran-covid19.
[3] Tian Belawati, *Pembelajaran Online*, 2 Edition (Tangerang Selatan: Universitas Terbuka, 2020).

assignment to students. It becomes a burden to students because they have to complete more distance learning tasks than face-to-face learning.

Second, students are delayed in accessing information because of signal constraints. Consequently, students are late in collecting assignments given by the teacher. Third, distance learning application also makes the teachers rethink the learning models utilized. Initially, a teacher created a learning model to be used. However, the learning model had to be modified.[4]

One of the schools in Luwu Regency that implements distance learning during the COVID-19 pandemic is SMP Negeri 1 Lamasi. Based on the interview results with Mrs.Satriani Ponirin M.Pd, as an English teacher at SMP Negeri 1 Lamasi, there are several problems in the implementation of distance learning she faced, including the difficulty in controlling or monitoring the students' learning process, limited interaction with students, and some students do not have an android phone and internet quota. In addition, based on the results of an interview with a student, student sometimes finds it difficult in the process of distance learning due to the limited teacher explanation of the material provided.

From the various problems and limitations in distance learning, students must be able to optimize their learning independence. According to Barry Mikhael Cavin Sianturi (2020), the most important thing to overcome the problems in

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[4] Rina Puspitasari, "Hikmah Pandemi Covid-19 Bagi Pendidikan Di Indonesia," April 23, 2020, https://iain-surakarta.ac.id/hikmah-pandemi-covid-19-bagi-pendidikan-di-indonesia/.

distance learning is the students' learning independence.[5] He follows Damayanty and Sumadi (2016), who states that learning independence is one of the most crucial characteristics that students must possess. When students have learning independence, they will execute learning activities with a feeling of responsibility, a strong willingness, and a high disciplinary attitude, which will boost learning accomplishment.[6] In addition, according to Hargis (2000), students with a high level of learning independence tend to learn better, can monitor, analyze, and organize their learning effectively, conserve time while completing tasks, and achieve high grades.[7] Thus, learning independence is very important and must be implemented by every student to obtain optimal learning achievement during the distance learning process.

As previously explained, learning independence is very important for students during the implementation of distance learning. But in fact, each student has a distinct level of learning independence. It is caused by various factors such as the individual, family, and environment. It is in accordance with Moos and Ringdal (2012), who state that variances in learning styles exist among students. The distinction may be evident not just in what students learn but also in how they learn.[8]

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[5] Prihardani Ganda Tuah Purba, "Pentingnya Kemandirian Belajar Anak Di Masa Pandemi," May 4, 2020, https://www.dw.com/id/pentingnya-kemandirian-belajar-anak-di-masa-pandemi/a-53326909.

[6] Dita Yolanda Damayanty and Sumadi, "Hubungan Antara Kemampuan Numerik, Kecerdasan Emosi Dan Kemandirian Belajar Dengan Prestasi Belajar Fisika Siswa," *Jurnal Ilmiah Pendidikan Fisika* 3, no. 2 (2016): 50–56, https://doi.org/10.30738/cjipf.v3i2.683.

[7] J Hargis, "The Self-Regulated Learner Advantage: Learning Science on the Internet. Electronic Journal of Science Education," *Electronic Journal of Science Education* 4, no. 4 (2000), https://www.learntechlib.org/p/94460/.

[8] Daniel C. Moos and Alyssa Ringdal, "Self-Regulated Learning in the Classroom: A Literature Review on the Teacher's Role," *Education Research International* 2012 (2012): 1–15, https://doi.org/10.1155/2012/423284.

Based on that problem, the researcher is interested in research with the title "STUDENTS' LEARNING INDEPENDENCE IN ENGLISH LEARNING DURING THE IMPLEMENTATION OF DISTANCE LEARNING AT SMP NEGERI 1 LAMASI"

B. Research Question

Based on the background, the researcher formulated the following research questions:

How are the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 LAMASI?

C. Objective of the Research

This research aims to describe the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 LAMASI.

D. Significance of the Research

1. Theoretical Significance

This research could be a scientific contribution to enrich the repertoire of knowledge about the students' learning independence in English learning during the implementation of distance learning.

2. Practical Significance

a. For Teacher

This research could help teachers figure out how much independence their students have regarding learning. This way, teachers can help their students

become more independent and plan more effective learning based on students'

level of independence.

b. For Students

Students could use this research to evaluate their level of learning

independence so that students could improve their learning independence.

c. For Another Researcher

This research could serve as an inspiration and information for other

researchers working in the same field.
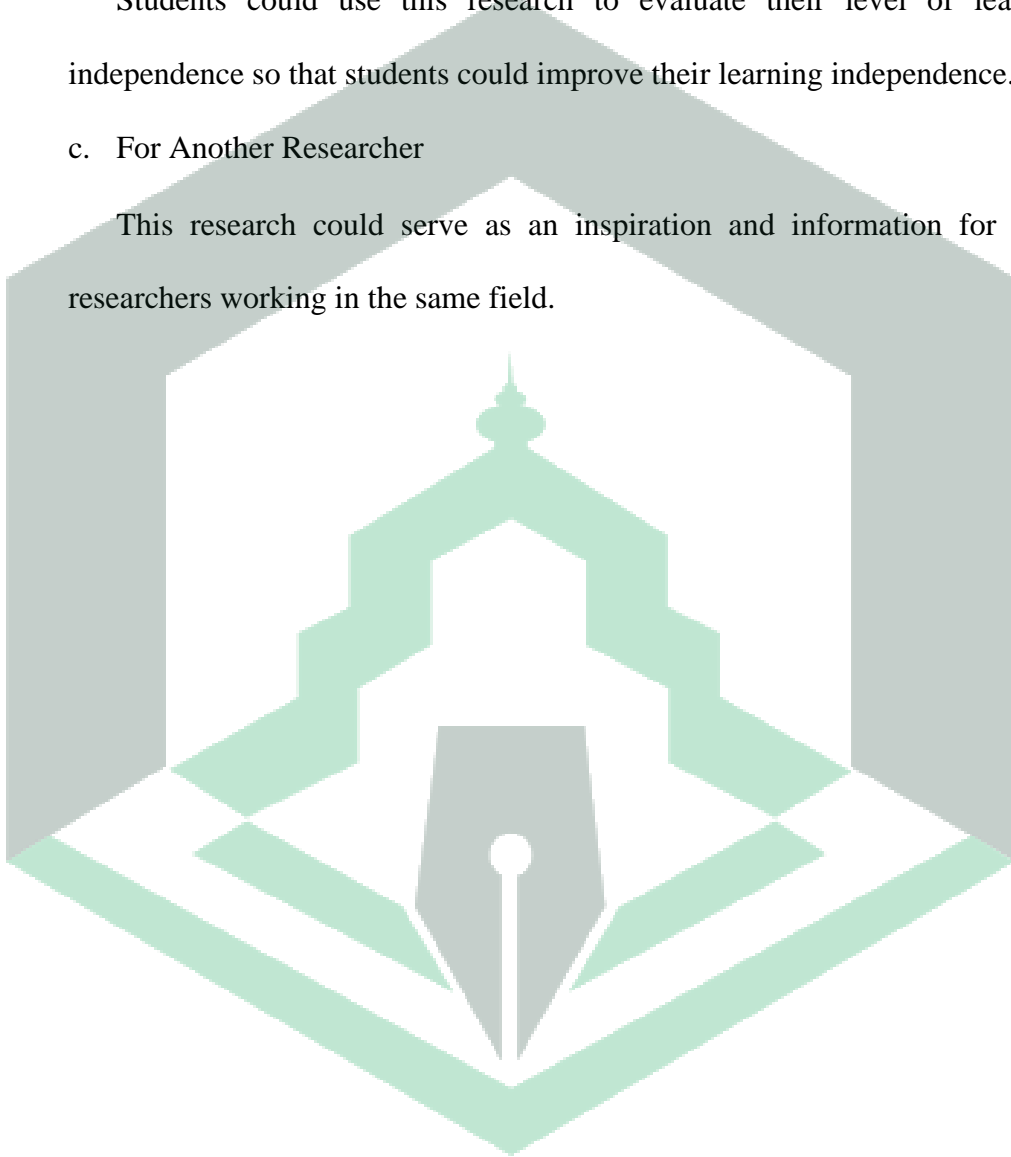
CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are several previous research related to students' learning independence, namely as follows:

Fajar and Agustina (2019) researched to reveal the lecturer's perception of the value and contribution of independent learning in improving students' English skills. This research is qualitative research with a narrative inquiry method. This research involved nine lecturers in the English department at the Faculty of Teacher Training and Education, Pekalongan University. The lecturers were asked about their views on independent learning. The results showed that all respondents agreed on the importance of independent learning. However, the lecturers gave a different definition of independent learning. It demonstrates that their perception of independent learning differs, resulting in divergent behaviors when assigning independent learning assignments to students.[9]

There are differences and similarities between this research and the research above. The differences between this research and the research above are: First, the purpose of this research was to describe the students' learning independence in English learning during the implementation of distance learning, while the purpose

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[9] Dwi Ario Fajar and Dwi Agustina, "Independent Learning for Improving English Skills of Students in English Language Education , Pekalongan University," *Surakarta English And Literature Journal* 2, no. 2 (2019): 67–76, http://ejournal.unsa.ac.id/index.php/selju/article/view/271.

of the research above was to reveal the lecturer's perception of the value and contribution of independent learning in the improvement of students' English skills. Second, the method used in this research was a mixed-method, while the method used in the research above was qualitative. Third, the subject of this research was the ninth-grade students of SMPN 1 Lamasi in the 2021/2022 academic year, while the subject of the research above was nine lecturers of the English Education program at the Faculty of Teachers' Training and Education, Pekalongan University. The similarity between this research and the research above is that they discuss students' independence in learning English.

Yolanda and Ahmad (2019) researched to describe students' independence in personal autonomy, self-management in learning, freedom to learn and directing oneself to arrange material. This research was descriptive. The population of this research included 738 students from SMP Negeri 24 Padang, with a sample of 259 students in the 2018/2019 academic year. A questionnaire was employed in this research. The percentage approach was used to analyze the data. The research findings revealed that the learning independence of students at SMP Negeri 24 Padang Padang, namely (1) personal autonomy was in the high category with 53%, (2) self-management in learning was in the very high category with 48%, (3) obtaining freedom to learn is in the high category with 56%, and (4) directing themselves to arrange material is in the high category with 62%.[10]

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[10] Widya Yolanda and Riska Ahmad, "Learning Independence Students," *Jurnal Neo Konseling* 1, no. 4 (2019): 1–8, https://doi.org/10.24036/00148kons2019.

There are differences and similarities between this research and the research above. The differences between this research and the research above are: First, the subject of this research was the ninth-grade students of SMPN 1 Lamasi in the 2021/2022 academic year, while the subject of the research above was students from SMP Negeri 24 Padang in the 2018/2019 academic year. Second, the method used in this research was mixed, while the method used in the research above was descriptive quantitative. Third, the indicators of students learning independence that were used in this research were initiative and motivation to learn; diagnose learning needs; set goals/targets of learning; monitor, organize and control learning; see adversity as a challenge; utilize and search for relevant sources; choose and implement learning strategies; evaluate the learning process and outcomes; and self-efficacy while indicators of students learning independence that used in the research above were personal autonomy, self-management in learning, obtaining freedom to learn, and directing oneself to arrange material. The similarity between this research and the research above is that they aim to describe students' learning independence.

Lestari, Yusnanto, and Rahayu (2020) researched to determine the effect of distance learning on the learning independence of SMA Ananda Bekasi students. This research is quantitative. Purposive sampling techniques are used in the sampling process. There were 120 students who participated in the study. The questionnaire using the Likert scale model consists of 44 points on the distance learning scale and 30 points for student independence. The hypothesis test results show the impact of distance learning on students' academic independence. It can be

seen from the value p = 0.000. This research concludes that distance learning will affect students' academic independence.[11]

There are differences and similarities between this research and the research above. The differences between this research and the research above are: First, the purpose of this research was to describe the students' learning independence in English learning during the implementation of distance learning, while the purpose of the research above was to determine the effect of distance learning on the learning independence of students. Second, the subject of this research was the ninth-grade students of SMPN 1 Lamasi in the 2021/2022 academic year, while the subject of the research above was the tenth-grade students of SMA Ananda Bekasi Tanggul in the 2020/2021 academic year. Third, the method used in this research was a mixed-method, while the research mentioned above used the quantitative method. The similarity between this research and the research above is that they both discuss students' learning independence during the implementation of distance learning.

Dharmawati (2021) researched to know the students' learning independence of English for computers in using Google Classroom during the COVID-19 pandemic. Both quantitative and qualitative descriptive methods were used to create this research. The participants in the research were first-semester computer science students from Harapan Medan University. Random sampling techniques were used

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[11] Faradila Ishara Lestari, Robert Yusnanto, and Dessie Dwi Rahayu, "The Effect Of Remote Learning On Learning Independence At SMA Ananda Bekasi," *International Journal of Academic Research and Reflection* 8, no. 6 (2020): 1–6, https://www.idpublications.org/wp-content/uploads/2020/11/Full-Paper-THE-EFFECT-OF-REMOTE-LEARNING-ON-LEARNING-INDEPENDENCE-AT-SMA-ANANDA-BEKASI.pdf.

with a research sample of 65 students. Questionnaires, interviews, and observations were used to collect data. According to the findings of this research, the average level of student learning independence using Google Classroom in learning English for computers during the COVID-19 pandemic was very high at the average value of indicators: self-confidence (82.62), self-discipline (85.51), initiative (82.34), responsibility (84.92), and motivation (86.27), then the average indicator of independent learning is 84.33. From the results of the range of criteria for the score of the respondent's level of achievement, it can be interpreted that learning independence in learning English for computers for Informatics students using Google Classroom during the COVID-19 pandemic is very high.[12]

There are differences and similarities between this research and the research above. The differences between this research and the research above are: First, the subject of this research was the ninth-grade students of SMPN 1 Lamasi in the 2021/2022 academic year, while the subject of the research above was Informatics students in the first semester at Universitas Harapan Medan. Second, the indicators of students' learning independence that were used in this research were initiative and motivation to learn; diagnose learning needs; set goals/targets of learning; monitor, organize, and control learning; see adversity as a challenge; utilize and search for relevant sources; choose and implement learning strategies; evaluate the learning process and outcomes; and self-efficacy, while the indicators of students' learning independence that were used in the research above were self-confidence,

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[12] Dharmawati, "An Analysis of Students ' Learning Independence in Learning English for Computer Using Google Classroom," *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)* 4, no. 2 (2021): 1635–42, https://doi.org/10.33258/birci.v4i2.1825.

self-discipline, initiative, responsibility, and motivation. The similarities between this research and the research above are that first, this research and the research above aim to describe the students' learning independence during the COVID-19 pandemic. Second, this research and the research mentioned above used a mixed method.

Puspitasari and Dewi (2021) conducted research to describe the learning independence of 3rd semester academic 2021/2022 students using the Flipped Classroom type of Blended Learning learning model during the COVID-19 pandemic. This was descriptive quantitative research that was assessed with a percentage. Data was gathered using a questionnaire in the form of statements and scored using a Likert scale. The study's findings showed that the percentage of independent learning from the six indicators is as follows: 1) independence from other people gains a percentage of 91,27% in a very high category, 2) have confidence in self-acquisition gains a percentage of 90,18% in a very high category, and 3) behaves in acquisition discipline gains a percentage of 89,45% in a high category, 4) have a sense of responsibility to obtain a percentage of 94,18% in the very high category, 5) act on their own initiative obtain a percentage of 92,36% in the very high category, and 6) exercise self-control obtain a percentage of 92 % in the very good category. Overall, student learning independence using the Flipped Classroom type of blended learning model was reached with 91,57% in the very high category.[13]

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[13] Yulia Dewi Puspitasari and Imega Syahlita Dewi, "Student Learning Independence through Blended Learning Flipped Classroom Type during the Covid-19 Pandemic," *International Journal of Educational Research & Social Sciences* 2, no. 6 (2021): 1553–60, https://doi.org/10.51601/ijersc.v2i6.228.

There are differences and similarities between this research and the research above. The differences between this research and the research above are: First, the subject of this research was the ninth-grade students of SMPN 1 Lamasi in the 2021/2022 academic year, while the subject of the research above was 3rd-semester students at STKIP PGRI Nganjuk in academic 2021/2022. Second, the method used in this research was a mixed-method, while the method used in the research above was descriptive quantitative. Third, the indicators of student learning independence that were used in this research were: initiative and motivation to learn; diagnosing learning needs; setting goals/targets of learning; monitoring, organizing, and controlling learning; seeing adversity as a challenge; utilizing and searching for relevant sources; choosing and implementing learning strategies; evaluating the learning process and outcomes; self-efficacy. The indicators of student learning independence used in the research above were independence from other people, having confidence in self-acquisition, behaving in acquisition discipline, having a sense of responsibility, acting on their initiative, and exercising self-control. The similarity between this research and the research above is that they aim to describe students' learning independence.

Based on the previous research mentioned, the differences between this research and the previous research can be seen from the research objectives, research methods, research subject, and the indicators of learning independence used.

B. Review of Related Literature

1. Students Learning Independence

a. Definition of Students Learning Independence

Smith (1962: 260) believes that learning is to acquire new behaviors or strengthen or weaken old behaviors based on experience.[14] Having a similar opinion with Smith, David (1996: 86) states that learning is how an individual alters its behavior in response to experience. Learning allows learners to develop experience by acquiring knowledge and skills useful in their daily lives.[15] Based on the definition above, learning can be defined as the acquisition of new behavior, which occurs due to relatively constant changes in the experience or practice of the organism.

Individuals place a high value on independence as a personality trait. Individuals with high levels of independence are comparatively capable of dealing with all challenges since independent individuals do not rely on others and always attempt to confront and solve existing problems. There are many definitions of independence. In the psychological dictionary, independence is defined as a condition in which a person does not depend on others to make decisions and has an attitude of self-confidence.[16] According to Parker (2005:226), independence is defined as handling everything you have, managing time, walking, thinking alone, taking risks and solving difficulties.

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[14] Smith, *Psychology in Teaching* (USA: Prentice Hill, 1862).

[15] David and Clarice Lamb, *The Self Directed Learning. Managing The Learning Process.* (New York: Cambridge University Press, 1996).

[16] J.P. Chaplin, *Kamus Lengkap Psikologi* (Jakarta: Rajagrafindo Persada, 2011).

The independent person does not require thorough and ongoing instructions on attaining the final output.[17] While according to Prayekti (2015:50), independence is a personal behavior, the ability to initiate a restriction or problem, solve it, have the confidence and ability to do something for oneself without the help of others.[18] Based on these definitions, it can be concluded that independence is the individual's ability to handle and solve everything by themselves.

The ability to understand and regulate the learning process refers to learning independence. Anderson (2007) mentions that learning independence is a behavior in which students have a great responsibility for their learning, such as clarifying learning goals and objectives, finding learning materials and resources, then evaluating learning outcomes based on learning activities.[19] Meanwhile, according to Syahroni (2016), learning independence is a process in which people autonomously diagnose learning needs, formulate learning goals, determine learning resources, select and implement learning strategies, and measure learning outcomes with or without the help of others.[20] Furthermore, Arista and Kuswanto (2018) state that learning independence is

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[17] D.K Parker, *Menumbuhkan Kemandirian Dan Harga Diri Anak* (Jakarta: Prestasi Pustakarya, 2005).

[18] Prayekti, "Effect of Self-Regulated Learning and Motivation to Achieve Against Teacher Professional Capability for Student S1 PGSD of Science Field Compared with Regular Student S1 PGSD at UPBJJ Serang," *Journal of Education and Practice* 6, no. 36 (2015): 47–55, https://files.eric.ed.gov/fulltext/EJ1086515.pdf.

[19] B Anderson, *Handbook Ofdistance Education* (London: The Pennsylvania State University, 2007).

[20] M. W. Syahroni, N. R. Dewi, and Kasmui, "The Effect of Using Digimon (Science Digital Module) with Scientific Approach at the Visualization of Students' Independence and Learning Results," *Jurnal Pendidikan IPA Indonesia* 5, no. 1 (2016): 116–22, https://doi.org/10.15294/jpii.v5i1.5800.

a type of consciousness that comes from within individuals who desire to accept information, manage it and connect one element of the data with another.[21]

Hiemstra (1994) provides some understanding of learning independence as follows:

1) Everyone can be authorized to increase responsibility for different decisions.

2) Independent learning is viewed as a quality that exists in all learning situations.

3) Separating oneself from other students does not imply independent learning.

4) Learners can transfer their learning results to different conditions in the form of knowledge and skills.

5) Independent learners have access to many resources and activities, including independent reading, group study, practice, electronic dialogue, and correspondence activities.

6) An influential role for teachers in self-learning, such as dialogue with students, locating resources, evaluating outcomes, and offering suggestions, is still possible.

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[21] Fitra Suci Arista and Heru Kuswanto, "Virtual Physics Laboratory Application Based on the Android Smartphone to Improve Learning Independence and Conceptual Understanding," *International Journal of Instruction* 11, no. 1 (2018): 1–16, https://doi.org/10.12973/iji.2018.1111a.

7) Some educational institutions are developing independent learning with more open plans as an alternative to personal learning and other innovative programs.[22]

Based on the definitions of experts, the researcher concluded that students learning independence is an attitude of high responsibility from students towards their learning process, which can be seen from various aspects such as diagnosing learning needs, formulating learning objectives, determining learning resources, selecting and implementing learning strategies, and measuring learning outcomes.

b. Benefits of Learning Independence

For learners who use this approach to learning, learning independence is very beneficial. There are some benefits of learning independence, according to Hargis (2000), including:

1) Developing thinking skills

Students learn to consider different perspectives on a situation or phenomenon as part of the problem-solving process, which helps them develop thinking and reasoning flexibility as they compare various options to reach their conclusions. Challenge ideas and knowledge by comparing different views and backgrounds. In this way, students learn to use evidence and logical arguments to support their findings.

[22] R. Hiemstra, "Self-Directed Learning," in *The International Encyclopedia of Education (Second Edition)*, ed. T. Husen and T. N. Postlethwaite, 2 edition (Oxford: Pergamon Press, 1994), 1, https://roghiemstra.com/sdlhdbk.html.

2) Developing communication and social skills

Students learn to communicate their ideas and insights with everyone, which leads to self-evaluation, and students can learn further about their genuine comprehension of related issues. It is essential for successful learning because they are constantly faced with various experiences and have to switch between other ideas.

3) Promoting alternative assessment methodologies

Independent students know good strategies to promote learning and understanding. Students use their creative instincts to develop knowledge in various ways. Students are more likely to retain new information and apply it in real life.

4) Assisting learners in applying their knowledge in the actual world

Students learn to apply what they've learned in the classroom to real-world situations by developing problem-solving skills and the ability to analyze specific data sets critically. These abilities allow you to create a dynamic language environment in the real world.

5) Promoting intrinsic learning motivation

Constructivism acknowledges and confirms the student's perspective, so the student will not be wrong or correct but will overestimate and correct his knowledge and understanding.[23]

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[23] Hargis, "The Self-Regulated Learner Advantage: Learning Science on the Internet. Electronic Journal of Science Education."

Meanwhile, according to Bill Meyer et al. (2008), learning independence benefits students by improving academic achievement, increasing confidence and motivation, increasing students' awareness of their constraints and ability to handle them, allowing teachers to provide different tasks for students, and cultivating social integration by combating alienation.[24] Based on that opinion, it may be concluded that learning independence has many benefits for students. Independent learning can improve the skills that students need as part of learning.

c. Characteristic of Learning Independence

Learning independence is an action that a person can do in each learning process. Students who have independence in learning have particular characteristics that differentiate them from students who are only focused on the teacher's explanation. According to Candy (1991), there are some characteristics of independent learners, namely as follows:

1) Curiosity.

Independent students desire to learn further about information, find new ways to study, and understand from various perspectives and styles, rather than just traditional supervision, and take the initiative and find ways to access additional classroom attachments independently.

2) Self-motivation.

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[24] Bill Meyer et al., "What Is Independent Learning and What Are the Benefits for Students ? How Is Independent Learning Viewed by Teachers ?," *London: Department for Children, Schools and Families Research Report* 051 (2008): 1–6.

Intrinsic motivation is far superior to any reward or reward system. Independent learners motivate themselves by establishing internal goals to reach these goals and being inspired by their achievements.

3) Self-examination

Independent students could self-assess, recognize their strengths and weaknesses, strive for measurable progress, and record their achievements and failures.

4) Accountability

Knowing what to do and doing it without hesitation is what it means to be responsible. The sooner a student accepts responsibility for his actions, the less he will rely on external discipline or motivation.

5) Critical thinking

Independent students criticized this situation. They explore all options and often find multiple solutions. Not only do they remember, but they also ask "Why?" and formulate answers based on actual observations and intelligent conclusions.

6) Persistence

Independent students will not give up. Before asking for help, they will try their best to understand the concept as much as possible. They also use self-discipline to avoid finding simple answers to questions. They study

independently and usually only ask questions after failure. Find a solution by themselves.[25]

According to Hidayati and Listyani (2008), there are six characteristics of students' learning independence: independence from others, self-confidence, discipline, sense of responsibility, proactive, and self-control.[26] Meanwhile, according to Heris Hendriana et al. (2018), there are nine characteristics of learning independence, namely initiative and motivation to learn, diagnosing learning needs, setting goals or targets of learning, monitoring, organizing, and controlling learning, seeing adversity as a challenge, utilizing and searching for relevant sources, choosing and implementing learning strategies, evaluating the learning process and outcomes, and self-efficacy.[27]

1) Initiative and motivation to learn.

Self-motivation is being prepared for driven, focused speech and conduct, intelligent enough to avoid manipulation, and receptive to positive learning. According to Bandura (1993), it is critical to independent learning since it entails learners taking responsibility for their education. Additionally, because self-motivation is absent from external rewards or incentives, it is a significant indicator of a learner's increasing independence.[28]

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[25] Philip C. Candy, "Key Issues for Research in Self-Directed Learning," *Studies in Continuing Education* 10, no. 2 (1988): 104–24, https://doi.org/10.1080/0158037880100202.

[26] Kana Hidayati and Endang Listyani, "Improving Instruments Of Students' Self-Regulated Learning," *Jurnal Pendidikan Matematika Univertias Negeri Yogyakarta*, 2013, 10, http://staffnew.uny.ac.id/upload/132296141/penelitian/Pengembangan+Instrumen.pdf.

[27] H. Hendriana, E. E. Rohaeti, and U. Sumarmo, *Hard Skills Dan Soft Skills Matematik Siswa 2nd* (Bandung: PT Refika Aditama, 2018).

[28] Edwin A. Locke and Gary P. Latham, "Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey," *American Psychologist* 57, no. 9 (2002): 705–17, https://doi.org/10.1037/0003-066X.57.9.705.

2) Diagnosing learning needs.

According to Djuju Sudjana (2001), learning needs can be interpreted as a distance between the level of knowledge, skills, and or attitudes possessed at one time and the level of knowledge, skills, and or attitudes that an individual, group, institution, or society wants to acquire, which can only be achieved through learning activities.[29] In other words, learning needs are measurable gaps between current learning outcomes or abilities and desired to learn outcomes or abilities.

3) Setting goals or targets of learning.

A goal is a desired outcome or a probable outcome that an individual plans for and commits to achieve. According to Locke and Latham (2002), goal setting is the deliberate objective of an action or task that a person wants to accomplish or gain. Goal setting is the intentional process of creating performance standards to achieve desired objectives.[30] If students want to do well on exams in the long run, they should also set short-term goals like studying for a certain amount of time and using specific study methods to help them achieve their goals.

4) Monitoring, organizing, and controlling learning.

According to Susilawati (2016), students who have independent learning will be able to control their learning activities on their initiative and responsibly without always depending on others. The level of student learning independence

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[29] Tim Pusdiklat Pegawai, *PENDIDIKAN DAN PELATIHAN TEKNIS KEGIATAN BELAJAR MENGAJAR BAGI PAMONG BELAJAR*, 1st ed. (Depok: Pusdiklat Pegawai Kemendikbud, 2016).

[30] Locke and Latham, "Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey."

can be determined based on how much initiative and responsibility students take to play an active role in their learning process.[31]

5) Seeing adversity as a challenge.

In general, adversity is a particular condition marked by obstacles in achieving the goal, so it requires even more active effort to overcome it. According to Mulyadi (2010), learning adversity can be interpreted as a condition in a learning process marked by certain obstacles to achieving learning outcomes.[32]

According to Pintrich and De Groot (1990), independence emphasizes student activities in learning that are full of responsibility for success in learning. Students who have strong independence will not give up easily. The attitude of independence can be shown by solving adversity with behavior. With changes in behavior, students also have an increase in thinking, assuming that they have to be independent without relying on help from others in learning.[33]

6) Utilizing and searching for relevant sources.

According to Heribertus Joko et al. (2009), learning resources are everything that can provide students with learning experiences, both within and

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[31] Susilawati, "MENINGKATKAN PRESTASI BELAJAR MATEMATIKA MATERI PENGUKURAN WAKTU DENGAN MENERAPKAN MODEL PEMBELAJARAN PAKEM SISWA KELAS II SD NEGERI 1 SUBANGTAHUN 2013/2014," *Pedagogi: Jurnal Penelitian Pendidikan* 03, no. 01 (2016): 16–37, https://media.neliti.com/media/publications/316809-meningkatkan-prestasi-belajar-matematika-ba341084.pdf.

[32] Mulyadi, *Diagnosis Kesulitan Belajar Dan Bimbingan Terhadap Kesulitan Belajar Khusus* (Yogyakarta: Nuha Litera, 2010).

[33] P. R. Pintrich and E. V. De Groot, "Motivational and Self-Regulated Learning Components of Classroom Academic Performance," *Journal of Educational Psychology* 82, no. 1 (1990): 33–40, http://rhartshorne.com/fall-2012/eme6507-rh/cdisturco/eme6507-eportfolio/documents/pintrich and degroodt 1990.pdf.

outside the classroom, in the form of experiences or events, or natural or artificial items.[34] Meanwhile, according to Sadiman in Ahmad Rohani et al. (1995), learning resources encompass a variety of sources that exist independently of a learner and enable and enhance the learning process.[35] In addition, learning materials are associated with initiatives to enhance students' educational experiences.

Students could utilize various learning resources when implementing distance learning, including books, brochures, magazines, newspapers, television, learning applications, and the surrounding environment. Nevertheless, learning resources must still consider the suitability of the material being studied for the learning objectives to be achieved.

7) Choosing and implementing learning strategies.

Oxford and Scarcella (1994) define learning strategies as specific actions, behaviors, procedures, or techniques students adopt to enhance their learning.[36] In other words, learning strategies refer to how students select from various actions to aid in their knowledge acquisition.

Paris and Paris (2001) asserted that successful learners could utilize various learning strategies to expedite their progress toward their objectives.[37]

8) Evaluating the learning process and outcomes.

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[34] Heribertus and et al., *Pendidikan Religiositas: Gagasan, Isi, Dan Pelaksanaannya* (Yogyakarta: Kanisius, 2009).

[35] Ahmad Rohani HM and Abu Ahmadi, *Pengelolaan Pengajaran* (Jakarta: Rineka Cipta, 1995).

[36] Rebecca L. Oxford and Robin. C. Scarcella, "Second Language Vocabulary Learning among Adults: State of The Art in Vocabulary Instruction System," *Elsevier Science Ltd* 22, no. 2 (1994): 231–43, https://doi.org/10.1016/0346-251X(94)90059-0.

[37] S. G. Paris and A. H. Paris, "Classroom Applications of Research on Self-Regulated Learning," *Educational Psychologist* 36, no. 2 (2001): 89–101, https://doi.org/10.1207/S15326985EP3602_4.

Schraw, Crippen, and Hartley (2006) highlight that when students could evaluate their learning independently of teacher-mandated summative evaluation, they are more likely to develop into independent learners.[38] According to Zimmerman and Schunk (2001), it allows students to reflect on their learning and make changes for future problems.[39]

9) Self-efficacy.

According to Bandura (1977), self-efficacy is an individual's belief about his ability to organize and complete a task needed to achieve specific results. Self-efficacy believes that one can master a situation and get positive results.[40] Individuals with a high level of self-efficacy will have confidence in their ability to arrange and finish tasks required to accomplish certain goals in various forms and degrees of difficulty. It has a significant impact on their ability to learn independently. Students will be able to regulate their learning experiences successfully in various ways to attain the best possible learning outcomes.

d. Principle of Learning Independence

Paris and Winograd (1998) put forward five principles for advancing self-regulated learning or independent learning for teachers and students, namely:

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[38] G. Schraw, K. J. Crippen, and K. Hartley, "Promoting Self-Regulation in Science Education: Metacognition as Part of a Broader Perspective on Learning," *Research in Science Education* 36 (2006): 111–39, https://doi.org/10.1007/s11165-005-3917-8.

[39] Barry J. Zimmerman and Dale H. Schunk, "Reflections on Theories of Self-Regulated Learning and Academic Achievement," in *Self-Regulated Learning and Academic Achievement: Theoretical Perspectives*, ed. B. J. Zimmerman and D. H. Schunk (Lawrence Erlbaum Associates, 2001), 289–307.

[40] Albert Bandura, *Self Efficacy : The Exercise of Control* (New York: Freeman and Company, 1997).

1) Self-reflection leads to a deeper understanding of learning. These principles include analyzing personal learning styles and strategies and comparing them with those of others, assessing what is known and unknown, improving self-image to achieve practical efforts, regular self-assessment of the learning process and results, monitoring learning progress, and strengthening self-efficacy.

2) Self-regulation in thinking, trying and choosing flexible problem-solving methods. Independent learning is not just a series of steps but a series of dynamic actions in problem-solving exercises.

3) Learning independence can develop over time and change with experience and can be increased through reflection and discussion.

4) Learning independence can be developed in several ways, including direct learning, focused reflection, metacognitive discussions, models, activities containing reflective learning analysis and discussion of personally experienced events.

5) Independent learning shapes narrative experiences and personal identities.[41]

2. Distance Learning

a. Definition of Distance Learning

According to Clay (1990), distance learning is a type of establishment in academic education in which the students and educators are separated

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[41] Utari Sumarmo, "Kemandirian Belajar: Apa, Mengapa, Dan Bagaimana Dikembangkan Pada Peserta Didik [Learning Independence: What, Why, and How It Is Developed into the Students].," *Academia.Edu* 8 (2004): 1–9, https://www.academia.edu/download/32185486/KEMANDIRIAN-BELAJAR-MAT-Des-06-new.pdf.

physically, necessitating the use of an integrated communication network to connect the two and the numerous resources necessary.[42] Distance learning enables students to study at their own pace and location (home, work, or an educational center). Therefore, distance learning relies heavily on technology.

According to Holmberg (1997), distance learning is a concept that incorporates all learning strategies and all educational levels in which educators will not have immediate and consistent supervision of their students in traditional classrooms. However, the educational process is subject to planning, organizing, and directing by an academic institution and its educators.[43] Distance learning is active learning that occurs between teachers and students outside of the boundaries of educational institutions. As a result, information and knowledge from their sources reach students using technology and electronic communication.

The United States Distance Learning Association (USDLA) describes distance learning as obtaining knowledge and expertise through multiple education and information dissemination methods, including various distance learning technologies and different forms of education.[44] Based on this definition, distance learning is a type of education where teachers and students communicate through media such as journals and educational media through modern audio-visual telecommunications.

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[42] Clay, "Development of Training and Support Programs for Distance Education Instructors."

[43] B. Holmberg, *Distance Education: A Survey and Bibliography* (London: Kogan Page, 1977).

[44] Beverly L. Bower and Kimberly P. Hardy, "From Correspondence to Cyberspace: Changes and Challenges in Distance Education," *New Directions for Community Colleges* 2004, no. 128 (2004): 5–12, https://doi.org/10.1002/cc.169.

Based on some definitions above, the researcher concludes that distance learning is a teaching and learning process between teachers and students in separate locations or indirectly and requires various communication media and internet networks that can connect teachers and students as well as existing components in distance learning.

b. The Characteristic of Distance Learning

The characteristics of distance learning systems differ from those of traditional face-to-face learning. According to Keegan (in Munir 2009), the distance learning system has characteristics such as separation between teacher and learner, the presence of educational institutions/organizations, the use of technology that integrates instructors and students, multiple communication occurs, learners are treated as persons who learn, and education is viewed as an industry.[45]

Meanwhile, Munir (2009) believes that distance learning has the following characteristics: courses are organized by level, type, time, and type of learning; there is no direct contact during the learning process; learning and teaching are separated throughout the educational process; educational institutions supervise independent learning; educational institutions develop and prepare teaching materials and provide learning support services for students; educational materials are developed and designed by educational institutions; during the research period, there was no allocation research group; teachers function more

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[45] Munir, *Distance Learning Based on Information and Communication Technology* (Bandung: Alfabeta, 2009).

as facilitators; assisting students in learning; students must be active, involved, and engaged in the learning process; learning resources are items that are adapted to your unique requirements and directed by courses.[46]

c. The Principle of Distance Learning

Distance learning has to be well planned and designed to be effective. According to Anderson, as cited in Tian Belawati (2020:75), five general elements frame the quality of distance learning, namely those related to infrastructure, technical, material, pedagogical, and institutional. These five elements can be used as a framework for planning and organizing the quality of online learning, with material learning elements as a central point.[47]
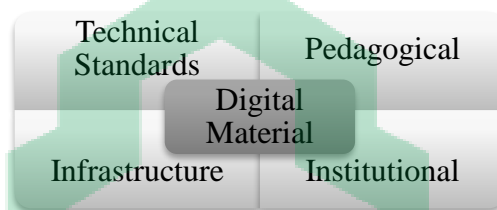
Figure 2.1 Distance learning framework by Anderson (in Tian Belawati, 2020)

Meanwhile, according to Anderson and McCormick in Tian Belawati (2020:47-49), several principles must be considered in planning the implementation of distance learning that related to curriculum, material design, planning, assessment, and learning process, including:

1) Conformity to the curriculum. The formulation of learning objectives must be precise, ensure the relevance of the material to be studied with the learning objectives, ensure the feasibility of learning activities for learners, and choose the appropriate learning outcome assessment method.

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[46] Ibid.

[47] Belawati, *Pembelajaran Online*.

2) Inclusiveness. The design of learning pedagogy that supports inclusive learning practices to facilitate the various types and levels of learning outcomes desired by learners, learners with special needs, diversity of social and ethnic backgrounds, and gender.

3) It is designed to invite and motivate learners to do learning.

4) Use innovative technology that can add value to the quality of education.

5) Facilitate effective learning in a variety of ways, including the use of multiple design approaches that allow learners to select the one that is most appropriate for them, personalizing the display design and learning process, providing opportunities for learners to develop their learning abilities, utilize learning features that promote metacognitive strategies and collaboration, as well as providing learning materials that are appropriate for the learner's context.

6) It offers opportunities for learners to carry out formative assessments, such as giving feedback on things they need to strengthen and how, providing opportunities to learners to provide feedback to each other, and giving opportunities to learners to carry out self-evaluations.

7) Intact, consistent, and transparent. The whole learning must be constant, starting from the objectives, materials, learning activities, and assessments. All must be appropriate, the material provided must be intact and can prepare learners to achieve learning objectives, and assessments must be designed to measure whether the goals set can be achieved.

8) The investment in the use of technology required must be balanced with the benefits obtained from using this technology, for example, improving the quality and flexibility of learning.[48]

The principles of distance learning in the emergency period of the spread of the Covid-19 virus in Indonesia are contained in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the Corona Virus (Covid-19), namely:

1) The safety and physical and mental health of learners, educators, school leaders, and other school members are the primary considerations while conducting distance learning.

2) Distance learning activities provide relevant learning experiences for students while avoiding the strain of completing all curricular targets.

3) Distance learning can focus on life skills education, including knowing and understanding the Covid-19 pandemic.

4) Activities and student assignments can be tailored to each student's specific interests and circumstances, including gaps in availability to distance learning facilities.

5) The teacher provides qualitative and relevant comments on evidence or products of distance learning activities without being obligated to assign a score or quantitative value.[49]

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[48] Ibid.

[49] Government of Indonesia, "The Circular Letter of the Minister of Education and Culture No. 4 of 2020 Concerning the Implementation of Educational Policies in the Emergency Period of the Spread of the Corona Virus Diseas (Covid-19)," March 24, 2020,

e. The Advantages and Disadvantages of Distance Learning

There are several advantages of distance learning, according to Henry O'Laurance (2005). These advantages are as follows:

1) Distance learning makes learning flexible. Most forms of distance learning exist because students can do much work when and where they want.

2) Through distance learning, students can individually design the learning process. To a certain extent, distance learning allows them to learn at their own pace, in an environment of their choice, or a more comfortable environment.

3) Distance learning provides students with more options. Through distance learning, students have more opportunities to learn and deliver time without worrying about conflicts in the classroom.

4) Distance learning focuses on the placement of learners. Students can explore other learning tutorials or materials at their own pace and time. It is essential for students with learning disabilities. They can catch up and find missing information in the classroom through independent learning.

5) Teachers can combine textbooks with special modules that provide computer-based teaching tools so that teachers can spend more time discussing concepts in class when necessary, while students can still explore parts of what they have learned.

6) Reduction of operational costs for institutions.

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https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19.

7) Computerized learning aids assist in the standardization of the quality and quantity of knowledge acquired for all students.

8) Reduce the cost of learning development by developing a variety of learning tools. Schools can give teachers time to focus on teaching or other essential learning processes.[50]

Although distance learning has advantages, it also has disadvantages. According to Valentina Arkorful and Nelly Abaidoo (2015), there are several disadvantages in applying distance learning in education, they are:

1) Learners who participate in distance learning experience contemplation, remoteness, and a lack of interaction or relationship. As a result, reducing such effects necessitates high motivation and time management abilities.

2) Distance learning may be less successful than traditional techniques for clarifications, explanations, and interpretations. When instructors or professors are present, the learning process is greatly facilitated.

3) Distance learning may harm the development of learners' communication skills. Even if students have exceptional academic knowledge, they may lack the ability to convey that information to others.

4) Controlling or regulating behaviors such as cheating could be challenging in distance learning because examinations and assessments are usually overseen by proxy.

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[50] Henry O'Lawrence, "A Review of Distance Learning Influences on Adult Learners: Advantages and Disadvantages," *Proceedings of the 2005 InSITE Conference*, 2005, 132, https://doi.org/10.28945/2876.

5) Plagiarism, piracy, cheating, lousy selection skills, and incorrect copy and paste usage can result in suspension from distance learning.

6) Distance learning can harm socialization skills and limit the role of instructors as educational process directors.

7) In education, distance learning is not appropriate for all disciplines. Scientific fields that require hands-on experience, for example, may be more difficult to study via distance learning. Researchers have argued that distance learning is better suited to social science and humanities than to fields like medicine and engineering, where practical skills are required.

8) Distance learning may also cause website congestion or heavy usage. It could result in unanticipated time and financial costs.[51]

C. Conceptual Framework

According to Clay (1990), distance learning is a type of establishment in academic education in which the students and educators are separated physically, necessitating the use of an integrated communication network to connect the two and the numerous resources necessary.[52] In Indonesia, distance learning is carried out to prevent the spread of the Covid-19 in school environments because distance learning is flexible, allowing students to access information and learning resources without time and space boundaries.

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[51] Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Instructional Technology and Distance Learning* 12, no. 1 (2015): 35–36, https://www.itdl.org/Journal/Jan_15/Jan15.pdf#page=33.

[52] Clay, "Development of Training and Support Programs for Distance Education Instructors."

Although distance learning allows learning to run flexibly and still be carried out during the COVID-19 pandemic, the implementation of distance learning raises many new problems in education, such as students feeling burdened due to many tasks given by the teacher, limited interaction between teachers and students, a lack of teachers' explanation of the material, and students being delayed in accessing learning materials because they do not have an android phone or internet quota, or they have a bad signal. So, students are required to have learning independence in distance learning. Students who have high learning independence will execute their learning full of responsibility, a strong willingness, and high discipline. In addition, they can monitor, analyze, and organize their learning effectively, conserve time in completing tasks and learn something with their abilities without asking for help from others. Therefore, learning independence is very important for students to have during the implementation of distance learning.

This research aims to describe the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 LAMASI. There are some indicators of students' learning independence according to Heris Hendriana et al. (2018), such as initiative and motivation to learn; diagnosing learning needs; setting goals/targets of learning; monitoring, organizing, and controlling learning; seeing adversity as a challenge; utilizing and searching for relevant sources; choosing and implementing learning strategies; evaluating the learning process and outcomes; self-efficacy.[53]

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[53] Hendriana, Rohaeti, and Sumarmo, *Hard Skills Dan Soft Skills Matematik Siswa 2nd*.

Figure 2.2 Conceptual Framework
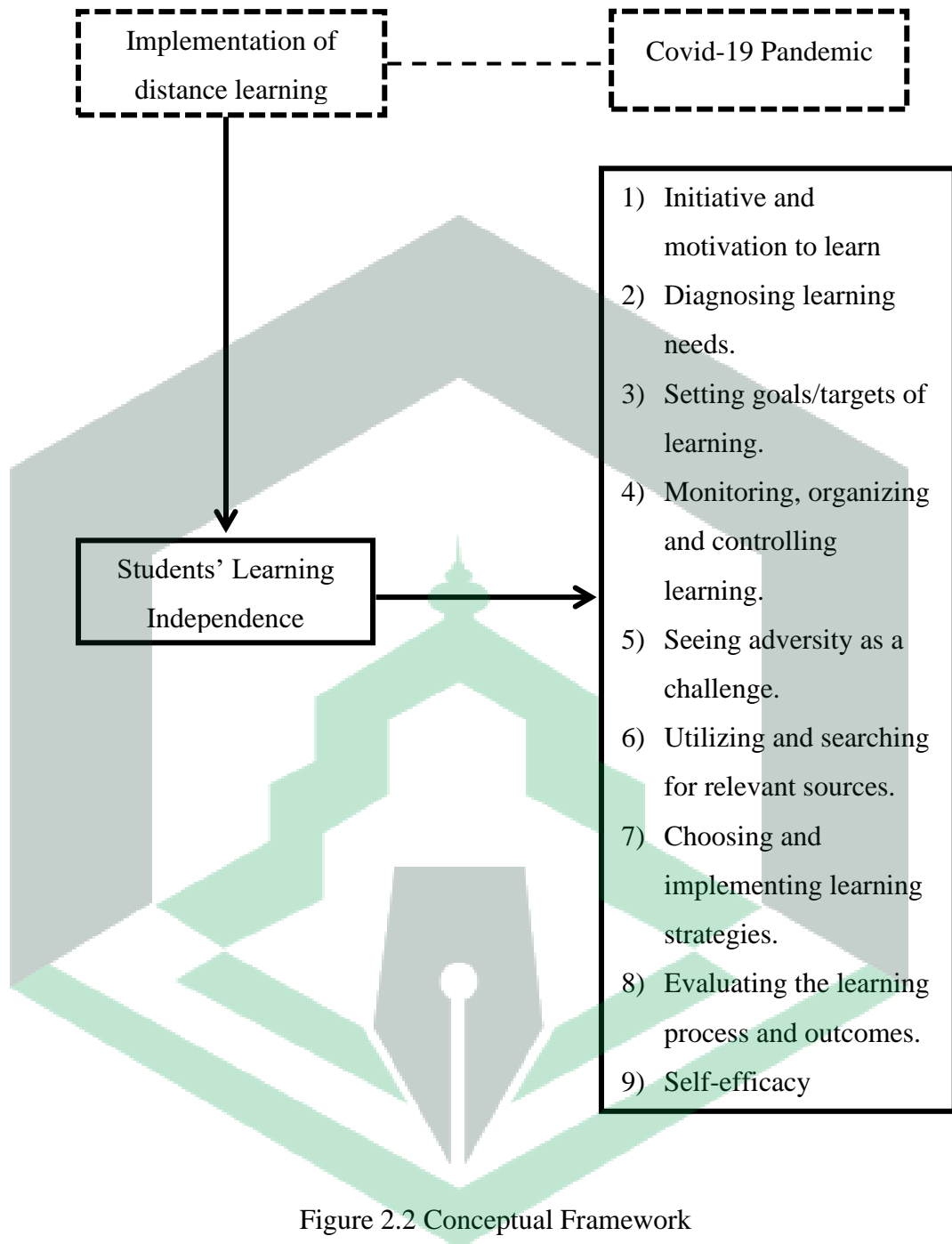
CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is mixed-method research. Mixed method research is a type of research that gathers, analyzes, and mixes or integrates quantitative and qualitative data during research within a scientific study to gain a deeper understanding of the research subject.[54] While, Sugiyono (2011) defines mixed methods research as a research approach that combines two research methodologies, qualitative and quantitative, in research activity to acquire more comprehensive, valid, reliable, and objective data. [55]

B. Research Design

The design in this research is sequential explanatory. In this design, the researcher first gathers and analyzes quantitative data. The qualitative data are collected and processed second, and they help explain or expand on the quantitative results gained in the first step.[56] According to Cresswel (2009), the weight of research on sequential explanatory design is given to quantitative data.[57]

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[54] Abbas Tashakkori and Charles Teddlie, *Mixed Methodology: Combining Qualitative and Quantitative Approaches*, vol. 46 (California: SAGEPublications. Inc., 1998).

[55] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2011).

[56] Nataliya V. Ivankova, John W. Creswell, and Sheldon L. Stick, "Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice," *Field Methods* 18, no. 1 (2006): 3–20, https://doi.org/10.1177/1525822X05282260.

[57] Jhon W. Cresswell, *Research Design: Qualitative, Quantitative, and Mixed Approaches*, *New Directions for Teaching and Learning*, Third Edit (California: SAGEPublications. Inc., 2009), https://doi.org/10.1002/tl.20234.

In this research, the researcher used a mixed-method with a sequential explanatory design to describe the students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 Lamasi. Quantitative data in this research provides an overview of the percentage level of students' learning independence. Meanwhile, qualitative data is used as reinforcement of the results of quantitative data. Therefore, this research is expected to acquire more valid, reliable, and objective data regarding students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 Lamasi. The following is the figure of a sequential explanatory research design that researcher has carried out to obtain the data:

Figure 3.1 The research flow of students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 Lamasi

C. Location of the Research

This research was carried out at SMPN 1 Lamasi in the Luwu Regency. This location was chosen because SMPN 1 Lamasi is one of the schools in Luwu Regency that implemented distance learning during the Covid-19 pandemic, and no related research had been conducted at SMPN 1 Lamasi.

D. Operational Definition

1. Students Learning Independence

Students' learning independence is an attitude of high responsibility towards their learning process. There are some indicators of learning independence, namely as follows:

1) Initiative and motivation to learn.

2) Diagnose learning needs.

3) Set goals/ targets of learning.

4) Monitor, organize, and control learning.

5) See adversity as a challenge.

6) Utilize and search for relevant sources.

7) Choose and implement learning strategies.

8) Evaluate the learning process and outcomes.

9) Self-efficacy.[58]

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[58] Hendriana, Rohaeti, and Sumarmo, *Hard Skills Dan Soft Skills Matematik Siswa 2nd*.

2. Distance Learning

Distance learning is a teaching and learning process between teachers and students in separate locations or indirectly and requires various communication media and internet networks that can connect teachers and students and existing components in distance learning.

E. Population and Sample of the Research

Sugiono (2012) defines the population as a generalization area comprised of persons and things with specified amounts and features that the researcher chooses to analyze and then draw conclusions.[59] This research's population consists of 277 ninth-grade students at SMP Negeri 1 Lamasi in the academic year 2021/2022.

According to Sandu Siyoto and Muhammad Ali Sodik (2015), a sample is a portion of the population's quantity and characteristics, or a tiny portion taken according to specific processes to reflect the population. If the population is large and the researcher cannot study everything in the population. It is due to a lack of cash or costs and a lack of energy and time. As a result, the researcher can employ population samples.[60]

The sampling technique in this research used probability sampling. Probability sampling is a sampling technique in which each element (membership) of the population has an equal chance of being selected as a sample member. This

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[59] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012).
[60] Sandu Siyoto and M. Ali Sodik, *Dasar Metodologi Penelitian*, ed. Ayup (Yogyakarta: Literasi Media Publishing, 2015).

technique includes simple random sampling, disproportionate-stratified random sampling, proportionate random sampling, and cluster random sampling.[61] This research used simple random sampling. In simple random sampling, population members are sampled at random, regardless of the strata present in the population.

The determination of the number of research samples in a quantitative method, according to Suharsimi Arikunto (2010), is that if the subject is less than 100 people, all of them must be taken, but if the subject is prominent or more than 100 people, 10-15% or 20-25% or more can be taken. So that, in the quantitative stage, the researcher took 54 ninth-grade students as the sample. Meanwhile, the researcher took five eighth-grade students and the ninth-grade English teacher as the sample in the qualitative stage.

F. Instrument of the Research

Developing instruments is an essential step in the pattern of research procedures. The instrument serves as a tool in collecting the necessary data. The researcher used two instruments in this research, namely questionnaire and interview guidelines.

1. Questionnaire

Using a questionnaire instrument in this research was to obtain information from students about their learning independence in English learning during the implementation of distance learning. The questionnaire was compiled using a

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[61] Ibid.

Likert scale. Each statement item was given four answer choices: Strongly Agree, Agree, Disagree, and Strongly Disagree.

In this research, the questionnaire used two types of statements: favorable and unfavorable statements. According to Azwar (2007), favorable statements contain things that are positive or supportive of the object of attitude, while unfavorable statements contain negative things or contra with the object of the attitude to be disclosed.[62] The assessment moves from score 4 to score 1, and for unfavorable statements, the assessment moves from score 1 to score 4.

Table 3.1 Likert Scale Score

Answer	Score of Favorable Statement	Score of Unfavorable Statement
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

The indicators used in measuring students' learning independence refer to the indicators formulated by Heris Hendriana et al. (2018), namely as follows:

1.) Initiative and motivation to learn.

2.) Diagnosing learning needs.

3.) Setting goals/targets of learning.

4.) Monitoring, organizing, and controlling learning.

5.) Seeing adversity as a challenge.

6.) Utilizing and searching for relevant sources.

7.) Choosing and implementing learning strategies.

8.) Evaluating the learning process and outcomes.

9.) Self-efficacy.[63]

The questionnaire in this research used the Indonesian language because it is the first language of the respondents or students, making it easier for them to understand its statements. This questionnaire contained 33 statements that represent nine indicators of learning independence. For the details, it can be seen in appendix 1.

2. Interview Guideline

The researcher used an interview in this research to reinforce the results of data obtained using a questionnaire. In practice, an interview can be carried out freely. It means that the interviewer is free to ask anything to the informant without having to bring the guideline sheet. In a guided interview, the interviewer is guided by complete and detailed questions, like a questionnaire.

In this research, the researcher conducted a guided interview so that the researcher prepared an interview guideline before conducting the interview. The researcher made nine lists of questions for the English teacher. It can be seen in

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[63] Hendriana, Rohaeti, and Sumarmo, *Hard Skills Dan Soft Skills Matematik Siswa 2nd*.

appendix 8. Meanwhile, the researcher made ten lists of questions for students. It can be seen in appendix 12.

G. Validity and Reliability

According to Bryman (2004), an excellent measuring tool or instrument must meet two requirements, namely validity and reliability. An invalid and unreliable measuring instrument will produce biased conclusions, not following what it should be, and will get wrong information about the condition of the subject or individual subjected to the test.[64]

1. Validity

Azwar (1987) states that validity refers to a measuring instrument's accuracy and precision in fulfilling its measurement function. When a tool executes its measuring process correctly or produces measurable results consistent with the measurement's purpose, it is said to have high validity.[65] The quantities obtained from these measurements accurately reflect facts or circumstances of what is being measured.

In this research, the validity of the questionnaire instrument has been tested with content validity and empirical validity. Meanwhile, the validity of the interview guideline instrument has been tested with content validity. Content validity means the accuracy of a test in terms of the content of the test.[66] Content validity focuses on providing evidence on the elements in measuring

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[64] Bryman, *Social Research Method*, 2 edition (Oxford: Oxford University Press, 2004).

[65] Saifuddin Azwar, *Sikap Manusia Teori Dan Pengukurannya* (Yogyakarta: Liberty, 1988).

[66] Siyoto and Sodik, *Dasar Metodologi Penelitian*.

instruments processed by rational analysis. The content validity is judged by experts. In this research, the content validity was carried out by the supervisors Dr. Muhaemin M.A and Muhammad Iksan, M.Pd. The results of content validity to the questionnaire can be seen in appendix 3. Meanwhile, the results of content validity to the interview guideline can be seen in Appendixes 10 and 14.

Empirical validity is synonymous with criterion validity, which means that internal and external criteria determine validity. Internal criteria are the tests or instruments that become the criteria, whereas external criteria are the results of measuring instruments or other tests performed outside of the instrument that become the criteria.[67] In this research, empirical validity was carried out using internal criteria by distributing questionnaires to 54 ninth-grade students at SMP Negeri Lamasi.

The data obtained from the instrument was analyzed using the IBM SPSS Statistics 24 application to determine the instrument's validity. The result of the empirical validity test to the questionnaire can be seen in appendix 4. The validity test that was used was Bivariate Pearson (Moment Product). A two-tailed test with a significance level of 0.05 has the following criteria for testing:

a. If r value $\geq$ r table (2-tailed test with a significance of 0.05), then the instrument or question item significantly correlates to the score and is declared valid.

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[67] Ibid.

b. If r value < r table (2-tiled test with a significance of 0.05), the instrument or question item is not significantly correlated with the total score and is declared invalid.[68]

Based on the data of validity test using the IBM SPSS Statistics 24 application, the following table can be made:

Table 3.2 Results of Validity Test

Indicator Of Learning Independence	Item Number	Valid Item Number	Total of valid items	Total of invalid items
Initiative and motivation to learn	1,2,3,4	1,3,4	3	1
Diagnosing learning needs	5,6,7,8	5,7,8	3	1
Setting goals/targets of learning	9,10,11,12	9,11,12	3	1
Monitoring, organizing, and controlling learning	13,14,15,16	13,14,15,16	4	0
Seeing adversity as a challenge	17,18,19,20	17,18,19,20	4	0

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[68] Aziz Alimul Hidayat, *Menyusun Instrumen Penelitian & Uji Validitas-Reliabitas*, ed. Aziz N. Aulia (Surabaya: Health Books Publishing, 2021).

Utilizing and searching for relevant sources	21,22,23	21,22,23	3	0
Choosing and implementing learning strategies	24,25	24,25	2	0
Evaluating the learning process and outcomes	26,27,28,29	26,27,28,29	4	0
Self-efficacy	30,31,32,33	31,32,33	3	1
	Total		29	4

Based on Table 3.2, it can be described as follows: there are three valid items in the indicator of initiative and motivation to learn, namely items number 1,3 and 4. In the indicator of diagnosing learning needs, the number of valid items is three, namely items number 3,7 and 8. In setting goals or targets of learning, the number of valid items is three, namely items number 9,11 and 12. There are four valid items in the indicator of monitoring, organizing, and controlling learning, namely items number 13,14,15 and 16. In the indicator of seeing adversity as a challenge, the number of valid items is four, namely numbers 17,18,19 and 20. In the indicator of utilizing and searching for relevant sources, there are 3 valid items, namely numbers 21,22 and 23. In the indicator of choosing and implementing learning strategies, there are 2 valid items,

namely numbers 24 and 25. In the indicator of evaluating the learning process and outcomes, there are 4 valid items, namely numbers 26,27,28 and 29. Lastly, there are three valid items in the self-efficacy indicator, namely numbers 31, 32, and 33. Therefore, from the 33 statement items, 29 valid items can be used for research, and there are 4 invalid items. Furthermore, invalid statement items are eliminated and not used in the further analysis because valid instruments already represent all indicators.

2. Reliability

Reliability is the degree to which the results of a measurement may be believed. A measurement result can be believed if, after implementing measurements on the same subject group multiple times, the measurement results are relatively the same, as long as the aspects measured in the subject have not changed.[69] According to Azwar (2012), reliability is related to the instrument's accuracy in measuring what is to be measured, the accuracy of the measurement results, and how accurate if it is repeated measurements. Azwar also stated that reliability is the consistency of observations obtained from repeated recording on both a subject and several subjects.[70]

In this research, the reliability test of the questionnaire instrument used the IBM SPSS Statistics 24 application. The instrument reliability test can be done by looking at the value of Cronbach's Alpha. The value of Cronbach's Alpha can be seen as follow:

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[69] Zulkifli Matondang, "Validitas Dan Reliabilitas Suatu Instrumen Penelitian," *JURNAL TABULARASA PPS UNIMED* 6, no. 1 (2009): 87–97, https://doi.org/10.4028/www.scientific.net/AMM.496-500.1510.
[70] Saifuddin Azwar, *Reliabilitas Dan Validitas*, Edisi 4 (Yogyakarta: Pustaka Pelajar, 2012).

Table 3.3 Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0.00-0.20	Less Reliable
0.21-0.40	Rather Reliable
0.41-0.60	Quite Reliable
0.61-0.80	Reliable
0.81-1.00	Very Reliable

The results of the reliability test on 29 statement items using the IBM SPSS Statistic 24 application can be seen in the following table:

Table 3.4 Reliability Statistic

Cronbach's Alpha	N of Items
.838	29

Based on the table of reliability tests on 29 statement items, Cronbach's Alpha value is 0.838. Therefore, it can be concluded that 29 statement items are very reliable and can be used in research.

H. Technique of Collecting Data

1. Questionnaire

According to Sugiyono (2010), a questionnaire is a data-gathering technique in which the respondent is presented with a set of questions or written

statements to be responded.[71] The steps taken by researchers in collecting data using a questionnaire were as follows:

a. Formulating goals to be achieved with a questionnaire.

b. Identifying the variables that will be the target of the questionnaire.

c. Breaking each variable down into smaller, more specialized sub-variables.

d. Determining the sort of data to be gathered and the analytic strategy to be used.

e. Creating a list of statements for each sub-variable.

f. Conducting the content validity test to the questionnaire.

g. Distributing the questionnaire to students directly in every class while adhering to health protocols and maintaining distance.

2. Interview

In conducting interviews, researchers must pay attention to the attitude when they arrive, the sitting posture, facial brightness, speech, friendliness, patience, and overall appearance because this is very influential on the content of the respondent's answer received by the researcher.[72]The steps taken by researchers in collecting data using a questionnaire were as follows:

1. Making a list of questions or interview guidelines following the contents of the questionnaire.

2. Conducting the content validity test to the interview guideline.

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[71] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2010).
[72] Siyoto and Sodik, *Dasar Metodologi Penelitian*.

3. Conducting face-to-face interviews with the English teacher Mrs. Satriani Ponirin M.Pd. and five ninth-grade students while adhering to health protocols and maintaining distance.

I. Technique of Data Analysis

1. Analysis of Quantitative data

Quantitative data analysis was carried out by analyzing questionnaire data using the Microsoft Excel 365 and IBM SPSS Statistics 24 application. The steps for analyzing the questionnaire data in this research are as follow:

1) The researcher determined the frequency of students' answers for each statement item and the average percentage of students' answers for each statement item.

2) The researcher determined the percentage of students' answers for each indicator. Then, the percentages of students' answers obtained for each indicator are interpreted by using the data range according to Riduwan (2010: 138) which can be seen from Table 3.3 below:

Table 3.3 Percentage and Categories of Learning Independence

Percentage	Interpretation
00%-20%	Very Low
21%-40%	Low
41%-60%	Average
61%-80%	High
81%-100%	Very High

Ridwan (2010:138)[73]

2. Analysis of Qualitative data

The qualitative data analysis in this research used the Miles and Huberman model. According to Miles and Huberman (1992:16), data analysis consists of data reduction, data display, and conclusion drawing.[74] The following describes these three steps:

1) Data Reduction

Data reduction comprises summarizing, picking the significant points, focusing on the essential points, searching for themes and patterns, and deleting extraneous information.[75] This data reduction method is carried out regularly by researchers when researching to develop core notes from data mining outcomes. Thus, the goal of data reduction is to reduce the data gathered during data extraction so that the data processed is guaranteed to be data that falls within the scope of the study.

2) Data Display

According to Miles and Huberman, data display is a group of structured information that provides the possibility of concluding. It is done because the data obtained during the qualitative research process are usually in a narrative form, thus requiring simplification without reducing the content. Data display is done to see the overall representation or certain parts of the overall

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[73] Riduwan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2010).

[74] Milles and Huberman, *Analisis Data Kualitatif* (Jakarta: Universitas Indonesia Press, 1992).

[75] Siyoto and Sodik, *Dasar Metodologi Penelitian*.

representation.[76] In this research, the researcher used narrative text to present the data.

3) Conclusion Drawing

A conclusion is the ultimate stage of the data analysis process. The researcher expresses the data-driven conclusions in this part. The purpose of these steps is to understand the significance of the collected data by looking for relationships, similarities, and differences. Drawing conclusions is possible by comparing the statement's suitability to the basic concepts in the research.

To obtain valid and credible data, the data that has been obtained in the field needs to be tested. The data validity test includes credibility, transferability, dependability, and conformability in qualitative research.[77] The researcher used the credibility test with triangulation for this research. In credibility testing, triangulation is described as verifying data from numerous sources in various ways and times. The triangulation validity test in this research was carried out by triangulation of sources. The researcher triangulated the source by checking the data obtained from the ninth-grade students and English teachers. Based on the data that has been obtained, the researcher made descriptions and categorizations to find out the same and different views about student learning independence. This aims to obtain accurate evidence in research. So that the researcher can develop reports accurately and validly.

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[76] Milles and Huberman, *Analisis Data Kualitatif*.

[77] Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Result of Quantitative Data

Students' learning independence in English learning during the implementation of distance learning can be seen through the questionnaire answer scores that have been given to respondents. The list of scores for the answers to the students' learning independence questionnaire was then analyzed using the IBM SPSS Statistic 24 application and Microsoft Excel 354. The frequency of students' answers to each statement item and the average percentage of students' answers to each statement item can be seen in the following table:

Table 4.1 Percentage of Students Answer for Each Statement Item

No	Response				Average Percentage for Each Statement Item
	SA	A	D	SD	
1	10	21	23	0	68.98%
	18.5%	38.9%	42.6%	0.0%	
3	1	7	35	11	75.93%
	1.9%	13.0%	64.8%	20.4%	
4	19	24	9	2	77.78%
	35.2%	44.4%	16.7%	3.7%	
5	23	29	1	1	84.26%
	42.6%	53.7%	1.9%	1.9%	

7	9	25	17	3	56.48%
	16.7%	46.3%	31.5%	5.6%	
8	4	22	22	6	63.89%
	7.4%	40.7%	40.7%	11.1%	
9	16	28	10	0	77.78%
	29.6%	51.9%	18.5	0.0%	
11	24	28	2	0	85.19%
	44.4%	51.9%	3.7%	0.0%	
12	4	15	21	14	70.83%
	7.4%	27.8%	38.9%	25.9%	
13	18	29	6	1	79.63%
	33.3%	53.7%	11.1%	1.9%	
14	1	10	25	18	77.78%
	1.9%	18.5%	46.3%	33.3%	
15	9	16	23	6	62.04%
	16.7%	29.6%	42.6%	11.1%	
16	15	21	17	1	73.15%
	27.8%	38.9%	31.5%	1.9%	
17	10	31	11	2	72.69%
	18.5%	57.4%	20.4%	3.7%	
18	4	19	19	12	68.06%
	7.4%	35.2%	35.2%	22.2%	
19	25	23	5	1	83.33%
	46.3%	42.6%	9.3%	1.9%	

20	0	8	29	17	79.17%
	0.0%	14.8%	53.7%	31.5%	
21	9	18	23	4	60.19%
	16.7%	33.3%	42.6%	7.4%	
22	21	28	4	1	81.94%
	38.9%	51.9%	7.4%	1.9%	
23	20	27	6	1	80.56%
	37.0%	50.0%	11.1%	1.9%	
24	16	31	7	0	79.17%
	29.6%	57.4%	13.0%	0.0%	
25	20	23	7	4	47.69%
	37.0%	42.6%	13.0%	7.4%	
26	22	27	5	0	82.87%
	40.7%	50.0%	9.3%	0.0%	
27	6	9	29	10	69.91%
	11.1%	16.7%	53.7%	18.5%	
28	24	28	2	0	85.19%
	44.4%	51.9%	3.7%	0.0%	
29	1	4	24	25	83.80%
	1.9%	7.4%	44.4%	46.3%	
31	19	32	3	0	82.41%
	35.2%	59.3%	5.6%	0.0%	
32	24	28	2	0	85.19%
	44.4%	51.9%	3.7%	0.0%	

	5	22	19	8	
33					63.89%
	9.3%	40.7%	35.2%	14.8%	

Based on the table above, the average percentage of students' answers to each statement item can be described as follows:

Statement 1

"I study English regularly, although I have to study independently without meeting directly with the teacher."

Based on student answers in statement 1, it was found that the highest percentage of students' answers was strongly disagreed with 42.6%, followed by 38.9% of students agreed, 18.5% of students strongly agreed, and no students answered strongly disagreed. While the average percentage of student answers in statement 1 is 68.98%. This shows that although many students do not study English regularly at home, the number of students who study English regularly is more dominant.

Statement 3

"I do not ask my teacher or friends when I have difficulty understanding the material in the book."

Based on students' answers to statement 3, it was found that the highest percentage of students' answers was disagreed at 64.8%, followed by 20.4% of students who strongly disagreed, 13% of students agreed, and 1.9% of students who strongly agreed. While the average percentage of student answers in statement 3 is 75.93%. This shows that the number of students who ask the

teacher or their friends when they have difficulty understanding the material in a book is very dominant compared to students who do not ask the teacher or their friends.

Statement 4

"I still study at home even though the teacher does not give me assignments."

Based on students' answers to statement 4, it was found that the highest percentage of students' answers was agreed with an average percentage of 44.4%, followed by 35.2% of students who strongly agreed, 16.7% of students disagreed, and 3, 7% of students strongly disagreed. While the average percentage of student answers in statement 4 is 77.78%. This shows that the number of students who study at home even though the teacher does not give assignments is very dominant.

Statement 5

"The assignments given by the teacher made me easier to prepare for my learning needs."

Based on students' answers to statement 5, the results showed that the highest percentage of students' answers was agreed at 53.7%, followed by 42.6% of students who strongly agreed, and students who disagreed and strongly disagreed got the same percentage at 1.9%. While the average percentage of student answers in statement 5 is 84.26%. This shows that most students feel that the tasks given by the teacher make it easier for them to prepare for their learning needs.

Statement 7

"I always feel unprepared when facing daily tests on English subjects during the implementation of distance learning."

Based on students' answers to statement 7, it was found that the highest percentage of students' answers was agreed at 46.3%, followed by 31.5% of students who disagreed, 16.7% of students strongly agreed, and 5.6% of students strongly disagreed. While the average percentage of student answers on statement 7 is 56.48%. This shows that the number of students who always feel unprepared for the daily tests of English subjects during distance learning is more dominant than students who always feel prepared.

Statement 8

"I am confused about which part of the subject matter to be studied again."

Based on student answers to statement 8, it was found that the highest percentage of student answers were agreed and disagreed with each at 40.7%, followed by 11.1% of students who strongly disagreed, and the lowest was strongly agreed at 7.4%. While the average percentage of student answers on statement 8 is 63.89%. This shows that the students' answers to the statement are quite balanced, but the number of students who do not feel confused about which part of the subject matter to be re-study is slightly more dominant than students who feel confused.

Statement 9

"I set learning targets that I want to achieve in English learning."

Based on student answers to statement 9, it was found that the highest percentage of students' answers was agreed at 51.9%, followed by 29.6% of students who strongly agreed, 18.5% of students disagreed, and 0% of students strongly disagreed. While the average percentage of student answers on statement 9 is 77.78%. This shows that the number of students who set learning targets they want to achieve in learning English is more dominant than students who do not set targets.

Statement 11

"Having a target in learning English makes me more enthusiastic and diligent in studying."

Based on student answers to statement 11, it was known that the highest percentage of students' answers was agreed at 51.9%, followed by 44.4% of students who strongly agreed, 3.7% of students disagreed, and 0% of students strongly disagreed. While the average percentage of student answers on statement 11 is 85.19%. This shows that the number of students who feel that having a target in learning English makes them more enthusiastic and diligent in studying is very dominant.

Statement 12

"I take English subjects just to fulfill my assignments."

Based on student answers to statement 12, it was found that the highest percentage of students' answers was disagreed at 38.9%, followed by 27.8% of students who agreed, 25.9% of students strongly disagreed, and 7.4% of

students strongly agreed. While the average percentage of student answers on statement 12 is 70.83%. This shows that most students take English subjects not only to fulfill their assignments.

Statement 13

"I always control my learning independently."

Based on student answers to statement 13, it was found that the highest percentage of students' answers was agreed at 53.7%, followed by 33.3% of students who strongly agreed, 11.1% of students disagreed, and 1.9% of students strongly disagreed. While the average percentage of student answers on statement 13 is 79.63%. This shows that the number of students who always control their learning independently is very dominant than the number who do not always control their learning independently.

Statement 14

"I do not care about the learning process that I do."

Based on students' answers to statement 14, it was found that the highest percentage of students' answers was agreed at 46.3%, followed by 33.3% of students who strongly disagreed, 18.5% of students agreed, and 1.9% of students strongly agreed. While the average percentage of student answers for statement 14 is 77.78%. This shows that the number of students concerned with the learning process is very dominant compared to students who are not concerned with their learning process.

Statement 15

"I find it difficult to manage my study time."

Based on students' answers to statement 15, it was found that the highest percentage of students' answers was disagreed at 42.6%, followed by 29.6% of students who agreed, 16.7% of students strongly agreed, and 11.1% of students strongly disagreed. While the average percentage of student answers on statement 15 is 62.04%. This shows that the number of students who find it not difficult to manage their study time is more dominant than the number of students who find it difficult to manage their study time.

Statement 16

"I always complete assignments on time and do not feel confused in managing the time to do the assignments given by the teacher."

Based on students' answers to statement 16, it was found that the highest percentage of students' answers was agreed at 38.9%, followed by 31.5% of students who disagreed, 27.8% of students strongly agreed, and 1.9% students strongly disagreed. While the average percentage of student answers on statement 16 is 73.15%. This shows that the number of students who always complete assignments on time and do not feel confused in managing the time to do the assignments given by the teacher is more dominant than those who do not.

Statement 17

"I feel challenged to complete the tasks given to me during the implementation of distance learning."

Based on students' answers to statement 17, it was found that the highest percentage of students' answers was agreed at 57.4%, followed by 20.4% of students who disagreed, 18.5% of students strongly agreed, and 3.7% students strongly disagreed. While the average percentage of student answers on statement 17 is 72.69%. This shows that the number of students who feel challenged to complete the tasks given to them during the implementation of distance learning is more dominant than those who do not feel challenged to complete the tasks.

Statement 18

"I am reluctant to do difficult tasks because I do not understand them."

Based on students' answers to statement 18, it was found that the highest percentage of students' answers were agreed and disagreed with each at 35.2%, followed by 22.2% of students strongly disagreed, and 7.4% of students strongly agreed. While the average percentage of student answers on statement 18 is 68.06%. This shows that the number of students who continue to do difficult tasks is more dominant than students who do not want to do difficult tasks.

Statement 19

"I still complete the tasks given by the teacher even though it is difficult to improve my English skills."

Based on students' answers to statement 19, it was found that the highest percentage of students' answers was strongly agreed at 46.3%, followed by 42.6% of students agreed, 9.3% of students disagreed, and 1.9% of students strongly disagreed. While the average percentage of student answers on statement 19 is 83.33%. This shows that the number of students who still complete the task given by the teacher even though it is difficult is very dominant.

Statement 20

"I feel lazy to discuss the English task given by the teacher with friends."

Based on students' answers to statement 20, it was found that the highest percentage of students' answers was disagreed at 53.7%, followed by 31.5% students strongly disagreed, 14.8% students agreed, and 0% students strongly agreed. While the average percentage of student answers on statement 20 is 79.17%. This shows that the number of students who do not feel lazy to discuss the English assignments given by the teacher with their friends is very dominant.

Statement 21

"I only use the book given by the teacher to study English at home."

Based on the students' answers to statement 21, it was found that the highest percentage of students' answers was disagreed at 42.6%, followed by 33.3% of students who agreed, 16.7% of students strongly agreed, and 7.4% of students strongly disagreed. While the average percentage of student answers on

statement 21 is 60.19%. This shows that the students' answers to this statement are balanced. The number of students who only use books provided by the teacher to study English at home is the same as the number of students who use other references other than books provided by the teacher.

Statement 22

"I look for various materials on the internet related to the material I am studying to increase my understanding."

Based on students' answers to statement 22, it was found that the highest percentage of students' answers was agreed at 51.9%, followed by 38.9% of students who strongly agreed, 7.4% of students disagreed, and 1.9% of students strongly disagreed. While the average percentage of student answers on statement 22 is 81.94%. This shows that the number of students who search for various materials on the internet related to the material being studied is very dominant.

Statement 23

"I like to watch English learning videos found in various media such as television and the internet."

Based on student answers to statement 23, it was found that the highest percentage of student answers was agreed at 50%, followed by 37.0% of students who strongly agreed, 11.1% of students disagreed, and 1.9% of students strongly disagreed. While the average percentage of student answers on statement 23 is 80.56%. This shows that the number of students who like to

watch English learning videos found in various media such as television and the internet is very dominant compared to students who do not like to watch English learning videos.

Statement 24

"I choose an appropriate English learning strategy to make my learning more conducive and effective."

Based on student answers to statement 24, it was found that the highest percentage of students' answers was agreed at 57.4%, followed by 29.6% of students who strongly agreed, 13.0% of students disagreed, and 0.0% of students strongly disagreed. While the average percentage of student answers on statement 24 is 79.17%. This shows that the number of students who choose the right English learning strategy so that their learning is more conducive and effective is more dominant than students who do not choose the learning strategy.

Statement 25

"I don't have a particular learning strategy in learning English. The most important thing for me is to study hard."

Based on students' answers to statement 25, it was found that the highest percentage of students' answers was agreed at 42.6%, followed by 37.0% of students who strongly agreed, 13.0% of students disagreed, and 7.4% of students strongly disagreed. While the average percentage of student answers on statement 25 is 47.69%. This shows that the number of students who do not

have certain learning strategies to learn English is more dominant than students who have certain learning strategies.

Statement 26

"I re-evaluate my test results so that the results of learning English will be better."

Based on students' answers to statement 26, it was found that the highest percentage of students' answers was agreed at 50%, followed by 40.7% of students strongly agreed, 9.3% of students disagreed, and 0% of students strongly disagreed. While the average percentage of student answers on statement 26 is 82.87%. This shows that the number of students who re-evaluate their test results is very dominant compared to students who do not re-evaluate their test results.

Statement 27

"I never evaluate the learning process that I have done even though my grades are low."

Based on students' answers to statement 27, it was found that the highest percentage of students' answers was disagreed at 53.7%, followed by 18.5% of students who strongly disagreed, 16.7% students agreed, and 11.1% of students strongly agreed. While the average percentage of student answers on statement 27 is 69.91%. This shows that the number of students who have evaluated their learning process is more dominant than those who have never evaluated it.

Statement 28

"I am happy with my good grades in English so far due to my hard work in studying."

Based on students' answers to statement 28, it was found that the highest percentage of students' answers was agreed at 51.9%, followed by 44.4% of students who strongly agreed, 18.5% of students strongly disagreed, and 0% of students disagreed. While the average percentage of student answers on statement 28 is 85.19%. This shows that most of the students are happy with their good grades in English so far because of their hard work in studying.

Statement 29

"I am indifferent to the grades in the English subjects that I have received."

Based on students' answers to statement 29, it was found that the highest percentage of students' answers was strongly disagreed at 46.3%, followed by 44.4% of students who disagreed, 7.4% of students agreed, and 1.9% of students strongly agreed. While the average percentage of student answers on statement 29 is 83.80%. This shows that the number of students who are not indifferent to the grades of the English subjects they receive is very dominant compared to students who are indifferent to their grades.

Statement 31

"I always feel ready to learn English material."

Based on students' answers to statement 31, it was found that the highest percentage of students' answers was agreed at 59.3%, followed by 35.2% of students who strongly agreed, 5.6% of students disagreed, and 0% of students strongly disagreed. While the average percentage of student answers on statement 31 is 82.41%. This shows that the number of students who always feel ready to learn English material is very dominant compared to students who do not always feel ready to learn English material.

Statement 32

"I am sure that I will succeed in English subjects."

Based on student answers to statement 32, it was known that the highest percentage of students' answers was agreed at 51.9%, followed by 44.4% of students who strongly agreed, 3.7% of students disagreed, and 0% of students strongly disagreed. While the average percentage of student answers on statement 32 is 85.19%. This shows that the number of students who believe that they will succeed in English subjects is very dominant.

Statement 33

"I often lack concentration when the teacher suddenly gives a question in English class."

Based on students' answers to statement 33, it was found that the highest percentage of students' answers was agreed at 40.7%, followed by 35.2% of students who disagreed, 14.8% of students strongly disagreed, and 9.3% of students strongly agreed. While the average percentage of student answers on

statement 33 is 63.89%. This shows that the students' answers to this statement are balanced. The number of students who often lack concentration when the teacher suddenly gives a question in English class is the same as the number of students who always concentrate when the teacher suddenly asks a question.

Based on the data of the percentage of students' answers for each statement item, the researcher then determines the percentage of students' answers for each indicator and provides categories. The results can be seen in the table below:

Table 4.2 Percentage of Students Answers for Each Indicator

No.	Indicator	Percentage	Category
1.	Initiative and motivation to learn.	74.23%	High
2.	Diagnosing learning needs.	68.21%	High
3.	Setting goals/targets of learning.	77.93%	High
4.	Monitoring, organizing, and controlling learning.	73.15%	High
5.	Seeing adversity as a challenge.	75.81%	High
6.	Utilizing and searching for relevant sources.	74.23%	High
7.	Choosing and implementing learning strategies.	63.43%	High

8.	Evaluating the learning process and outcomes	80.44%	High
9.	Self-efficacy	77.16%	High
	Total	73.84%	High

Based on the table above, the percentage of student answers for each indicator can be described as follows: the highest percentage was achieved by the indicator evaluating the learning process and outcomes at 80.44%. It shows that the students' ability to evaluate the learning process and outcomes is in the high category. Then, followed by setting goals or targets of learning at 77.93%. It shows that students' ability to set goals or targets of learning is in the high category. Self-efficacy was at 77.16%. It shows that students' self-efficacy is in the high category. Seeing adversity as a challenge was at 75.81%. It shows that the ability of students to see adversity as a challenge is in the high category. Initiative and motivation to learn was at 74.23%. It shows that students' initiative and motivation to learn are in the high category. Utilizing and searching for relevant sources was at 74.23%. It shows that the ability of students to utilize and search for relevant sources is in the high category. Monitoring, organizing, and controlling learning was at 73.15%. It shows that students' ability to monitor, organize, and control learning is in the high category. Diagnosing learning needs was at 68.21%. It shows that students' ability to diagnose their learning needs is in the high category. Then, the lowest percentage was choosing and implementing learning strategies at 63.43%. It

shows that students' ability to choose and implement learning strategies is in the high category.

Based on the calculations, the average percentage of students' answers is 73.84%. It shows that students' learning independence in English learning during the implementation of distance learning at the ninth grade of SMP Negeri 1 lamasi is in the high category.

2. Result of Qualitative Data

a. Interview With the English Teacher of SMP Negeri 1 Lamasi

Learning English during the implementation of distance learning at SMP Negeri 1 Lamasi was carried out through the Whatsapp application. In the indicators of learning initiative, some students play an active role in learning by asking the teacher when there is the material they do not understand and asking about the tasks given to them. As stated by Mrs. Satriani:

"There are some students who ask me if they have difficulty. They ask about what they do not understand from material given and also ask about their tasks."

To improve students' understanding of the material that has been delivered, the teacher always gives tasks in every meeting. As stated by Mrs. Satriani:

"I always give tasks to students in every meeting."

In the Indicators of set goals or targets of learning, most students set their learning goals or targets. As stated by Mrs. Satriani:

"Some students set targets to improve their learning in English subjects."

In learning English during the implementation of distance learning, most students finish their tasks on time, but some students must be reminded in advance by the teacher to want to assign tasks. As stated by Mrs. Satriani:

"Most of the students are on time, but some stubborn students rarely finish their tasks, and I have to remind them to want to finish their tasks."

When faced with difficult tasks, students will ask their teacher about how to do the task and students also convey what difficulties they experienced when doing the assignments given by the teacher. As stated by Mrs. Satriani:

"They usually ask me how to do the tasks and they will also tell what difficulties they experienced while doing the tasks I gave."

In the indicator of utilizing and searching for relevant sources, some students use other references such as Google and Youtube applications to support their English learning. As stated by Mrs. Satriani:

"Yes, some of them use Google and the Youtube application."

In the indicator of choosing and implementing learning strategies, each student has a different learning strategy that makes them comfortable learning English. As stated by Mrs. Satriani:

"There must be some students who have strategies in the learning process and the strategies applied are certainly different from one student to another. This is because each student has a different character, so they will choose a learning strategy that makes them comfortable learning English."

In the indicator of evaluating the learning process and outcomes, students always rework tasks that get low scores. As stated by Mrs. Satriani:

"I do not know for sure. However, if there are students with low scores, I tell them to rework their tasks and so far, they have always done it."

In the indicator of self-efficacy, most students have great confidence in their learning abilities. As stated by Mrs. Satriani:

"Yes, I see that most of them have high confidence in their learning abilities."

b. Interview With the Ninth Grade Students of SMP Negeri 1 Lamasi

Interviews with ninth-grade students were conducted as reinforcement for the answers to the questionnaire distributed. Five students were selected as resource persons in this research, including Gendis Sekar Sari from class IX B, Marsya Cristine L from Class IX E, Kinanta Pabia' from class IX F, Sera from class IX F, and Meylani from class IX G. The results of interviews with class IX students are as follows:

Learning English during the implementation of distance learning makes students decide to learn independently at home. Based on the interviews with the five students, three students study English regularly and independently even though they do not meet face-to-face with the teacher. As stated by Sera:

"Yes. I study English regularly two times a week."

One student sometimes studies English regularly if the teacher gives her an assignment. As stated by Gendis Sekar Sari:

"Yes, I sometimes study English regularly. I study English when the teacher gives tasks. However, if there are no tasks, I do not study."

If students have difficulty understanding the English material given by the teacher, they ask their friends and teacher to help them understand the material

given. Based on the interviews, four students ask their friends and teachers when they have difficulty understanding the material. As stated by Marsya Cristine L:

"I ask my friends to explain the material to me and sometimes I ask the teacher."

However, one student does not ask the teacher or friends but looks for an explanation on the internet and tries to understand it herself. As stated by Gendis Sekar Sari:

"I try to find an explanation on the internet and then understand it independently."

In learning English during the implementation of distance learning, students try to discover their weaknesses. Based on the interviews, four students tried to discover their weaknesses when learning English. As stated by Kinanta Pabia':

"Yes, I try to discover my weakness when learning English."

Students set their targets in learning English. Based on the results of the interviews, three students have set targets. The existence of a target makes students more enthusiastic about learning. As stated by Sera:

"Yes, because having a target makes me more excited to learn."

However, two students do not have a definite target. For them, the most important thing is to study and do the assignments given by the teacher. As stated by Meylani:

"No, the important thing is studying, doing assignments, and not overthink about targets."

In the implementation of distance learning, students are also required to monitor, organize and control their learning independently. Based on the interview results, all students have the same answer. They can control their learning independently. As stated by Gendis Sekar Sari:

"Yes, I can control my learning. I usually finish all the tasks given by the teacher without being confused about managing the time."

It is undeniable that sometimes students are faced with difficult tasks in the implementation of distance learning. Based on the results of the interviews, all students try to keep doing the difficult task. However, they have different ways of accomplishing the task. Two students directly ask their teacher. As stated by Kinanta Pabia':

"I ask the teacher how to do the assignment."

Two students ask their friends. As Meylani said:

"I try to ask friends and try to understand."

One student looks for explanations on Google and Youtube applications and sometimes asks friends. As Gendis Sekar Sari said:

"I search for explanations on Google and Youtube applications, and sometimes I ask my friends."

To support the learning process, students use other references besides books provided by the school. Based on the interviews, all students use other references besides books to support their learning, such as Google and Youtube applications. As stated by Sera:

"Yes. I use Google and Youtube applications as learning resources."

Students apply a learning strategy to obtain good learning outcomes in learning English during the implementation of distance learning. Based on the results of the interviews, four students used learning strategies. As stated by Sera:

"Yes. I apply a learning strategy. When I have free time, I use it to answer the exercise in the book, and sometimes I also memorize some vocabulary."

In addition, the student also tries to be active in finding learning material and trying to understand it herself. As stated by Gendis Sekar Sari:

"Yes, I apply a learning strategy so that my grades are good. I try to be more active in finding the learning material and understanding it myself."

However, there is one student who does not have a learning strategy. As stated by Kinanta Pabia':

"I just study and do not have a particular strategy."

When the teacher gives an assessment test, and students get a bad score, or below the standard value, students will be motivated to study harder by re-learning the material to get a better score. From the five students interviewed, all students gave the same answer. As stated by Marsya Cristine L:

"Yes. I make corrections. I review the material and look for where I was wrong."

Students feel proud of the scores they get in English learning during the implementation of distance learning. Based on the interviews with five students, all students are proud of their scores. As stated by Gendis Sekar Sari:

"Yes, I am proud of the scores that I have received. In the implementation of distance learning, my scores have increased quite a bit."

B. Discussions

This research uses two types of data, namely quantitative and qualitative. Quantitative data was obtained by distributing questionnaires to 54 ninth-grade students. Meanwhile, qualitative data were obtained by interviewing five students and one English teacher. From this research, data were obtained regarding students' learning independence in English learning during the implementation of distance learning at SMP Negeri 1 Lamasi. The results can be described as follows:

1. Initiative and motivation to learn

The initiative and learning motivation of the ninth-grade students of SMP Negeri 1 Lamasi are in the high category, with an average percentage of 74.23%. Students with high learning initiatives will study regularly at home even though they do not meet directly with the teacher. When having difficulty understanding the material, students take the initiative to ask the teacher and their friends to understand the material. In addition, they look for explanations on Google, Youtube applications, and other media to increase their understanding. This is in accordance with Candy (1988), who states that independent students want to learn more about knowledge, find ways to explore, learn from different angles and forms, not just traditional guidance, and take the initiative and find ways to access additional classroom attachments independently.[78]

2. Diagnosing learning needs

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[78] Candy, "Key Issues for Research in Self-Directed Learning."

Learning English, which is carried out during the implementation of distance learning, makes students have to be able to diagnose their learning needs at home. Based on the students' learning independence questionnaire, the level of the ninth-grade students' ability to diagnose their learning needs at SMP Negeri 1 Lamasi is in the high category with an average percentage of 68.21%. The tasks given by the teacher during the learning process make it easier for students to prepare for their learning needs. If they are given a task, students are more enthusiastic about learning and are not as confused about what material will be re-studied. In addition, based on the results of interviews with students, it was found that students tried to find their weaknesses when they studied English. This will also make it easier for them to prepare the material they will study. However, many students sometimes feel unprepared when facing daily tests on English subjects during the implementation of distance learning.

3. Setting goals or targets of learning

In the indicator of setting goals or targets of learning, the ability of ninth-grade students at SMP Negeri 1 Lamasi is in the high category with an average percentage of 77.93%. This means that most ninth-grade students have targets they want to achieve in English learning during the implementation of distance learning. This is in accordance with Candy (1988), who states that independent learners motivate themselves by setting internal goals and are driven by their performance.[79] The targets they set are usually in the form of scores that they must achieve in daily tests, along with the desire to understand the English

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[79] Ibid.

material given well and be successful in learning English. With these targets, students will feel excited about the learning process. If they have not been able to achieve the targets, students will continue to try their best to be able to achieve them. However, some students do not have targets or goals for learning. Students who do not have a target will continue to study and finish the tasks given by the teachers, but they do not care about the scores they get.

4. Monitoring, organizing, and controlling learning

Students' ability to monitor, organize, and control their learning is in the high category, with an average percentage of 73.15%. This means that most students can monitor, organize, and control their learning independently. They have high concern for the learning process they are doing. This also has an impact on students' discipline in carrying out tasks. Students will complete tasks on time and not procrastinate. This is in accordance with Candy (1988), who states that students who have independent learning have a good level of responsibility; they know what to do and do it without warning.[80] However, some students are still too lazy to do the tasks. They must be reminded repeatedly by the teacher in advance to want to finish their task. This means that each student has a different ability to monitor, organize, and control their learning, but most of them can do it independently.

5. Seeing adversity as a challenge

Adversity is a common thing faced by students in the learning process. The ability of the ninth-grade students of SMP Negeri 1 Lamasi to see adversity as

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[80] Ibid.

a challenge is in the high category, with an average percentage of 75.81%. Most students feel challenged when the teacher sets a difficult task. They keep trying to complete the task to improve their ability to learn English. This is in accordance with Candy (1988), who states that independent students will not give up. Before asking for help, they will try their best to understand the concept as much as possible. They also use self-discipline to avoid finding simple answers to questions.[81] When they cannot complete it independently, some students will ask their teacher about how to do the task and reveal the difficulties they are experiencing, while other students choose to cooperate or discuss with their friends. In addition, some students use internet references to help them with difficult assignments. This is in accordance with Schunk and Zimmerman (2007), who state that independent learners do not attempt to complete every task independently but rather frequently seek assistance from others when necessary. Students must seek assistance from more knowledgeable people, such as teachers, friends, and the internet.[82]

6. Utilizing and searching for relevant sources

The ninth-grade students of SMP Negeri 1 Lamasi in English learning during the implementation of distance learning are facilitated in the form of textbooks from schools. However, most students also use other reference sources to support their English learning process. Most students use learning resources from the internet, such as Google and YouTube applications. In

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[81] Ibid.

[82] Dale H. Schunk and Barry J. Zimmerman, "Influencing Children's Self-Efficacy and Self-Regulation of Reading and Writing through Modeling," *Reading and Writing Quarterly* 23, no. 1 (2007): 7–25, https://doi.org/10.1080/10573560600837578.

addition, some students also take part in the lessons that are broadcast on educational television. This is evidenced by students' questionnaire responses on the indicators of utilizing and searching for relevant sources in the high category, with an average percentage of 74.23%. In addition, the results of interviews with teachers and five students also showed that most students used other references besides the books provided by the school. This is in accordance with Hiemstra (1994), who states that independent learners use various resources and activities, such as independent reading, group study, practice, electronic dialogue, and correspondence activities.[83]

7. Choosing and implementing learning strategies

Learning strategies are important to be applied to every student during the implementation of distance learning so that their learning is more conducive and effective. According to Paris and Paris (2001), successful learners can use various learning strategies to help them achieve their objectives.[84] Based on the students' learning independence questionnaire, students' abilities in choosing and implementing learning strategies are in the high category, with an average percentage of 63.43%. Most of the ninth-grade students at SMP Negeri 1 Lamasi choose and implement the learning strategies for themselves during the implementation of distance learning. Each student has different English learning strategies to feel comfortable in the learning process. The English teacher also added that the differences in the students' character were one of the

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[83] Candy, "Key Issues for Research in Self-Directed Learning."

[84] Paris and Paris, "Classroom Applications of Research on Self-Regulated Learning."

causes of the different strategies applied by the students. Although most students have learning strategies, some students still do not have learning strategies. They feel comfortable learning even though they do not have a particular strategy. This shows that each student has different abilities in implementing learning strategies. However, the overall ability of students to choose and apply learning strategies is already in the high category.

8. Evaluating the learning process and outcomes

The ability of the ninth-grade students of SMP Negeri 1 Lamasi to evaluate the learning process and outcomes is in the high category, with an average percentage of 80.44%. When given a daily test, almost all students re-evaluate their test results if they get a low score. They re-learn the material they do not understand and rework the questions with low scores. They do this to improve their English scores. In addition, most students feel happy with the grades they have obtained because they know it results from their hard work in learning. This is in accordance with Candy (1988), who states that independent students could self-assess, recognize their strengths and weaknesses, strive for measurable progress, and often record their achievements and failures.[85]

9. Self-efficacy

The self-efficacy of ninth-grade students of SMP Negeri 1 Lamasi in learning English during the implementation of distance learning is in the high category, with an average percentage of 77.16%. This means that most students feel confident in their abilities when learning English. Students always feel ready to

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[85] Candy, "Key Issues for Research in Self-Directed Learning."

learn. They believe that they will succeed in learning English in the implementation of distance learning. In addition, based on the results of interviews, students feel proud of the results of their learning English that they have obtained. However, some students sometimes lack concentration when the teacher suddenly asks questions in the distance learning process.

Based on the description above, the learning independence of the ninth-grade students of SMP Negeri 1 Lamasi in English learning during the implementation of distance learning is in the high category in all indicators. This is almost in line with previous research conducted by Yolanda and Ahmad (2019) from State University, Padang, entitled "*Learning Independence Students*." The result of this previous research showed that the learning independence of students was in the high category in the indicators of personal autonomy, achieving freedom to learn, and directing oneself to organize material. Meanwhile, in the indicator of self-management in learning, students' independent learning was in a very high category.[86]

However, some previous research showed different results in all indicators. The first is research conducted by Dharmawati (2021) from Harapan University, Medan, entitled "*An Analysis of Students' Learning Independence in Learning English for Computer Using Google Classroom.*" This previous research showed that students' learning independence in learning English to use Google Classroom during the COVID-19 pandemic was in the very high category in five indicators, namely self-confidence, self-discipline, initiative,

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[86] Yolanda and Ahmad, "Learning Independence Students."

responsibility, and motivation.[87] This is in line with the research conducted by Puspitasari and Dewi (2021), entitled "*Student Learning Independence through Blended Learning in Flipped Classrooms during the COVID-19 Pandemic*. The result of this previous research showed that students' learning independence through the Flipped Classroom type of Blended Learning model was in the very high category in six indicators of learning independence, namely independence from other people, having confidence in self-acquisition, behaving in acquisition discipline, having a sense of responsibility, behaving based on own initiative, and self-control.[88]

Based on the comparison between the results of this research and the results of previous research, the level of independence of ninth-grade students at SMP Negeri 1 Lamasi in English learning is still lower than the level of students' learning independence in previous research. As a result, this should be a concern for the teacher and the students to increase the students' learning independence during the implementation of distance learning.

Compared to previous research, the advantages of this research are that this research discusses several indicators of learning independence that has not been used in previous research, such as indicators of diagnosing learning needs, setting goals or targets of learning, and choosing and implementing strategic learning. In addition, this research is broader than previous research because it is not limited to certain learning models and learning media utilized in distance

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[87] Dharmawati, "An Analysis of Students' Learning Independence in Learning English for Computer Using Google Classroom."

[88] Puspitasari and Dewi, "Student Learning Independence through Blended Learning Flipped Classroom Type during the Covid-19 Pandemic."

learning. However, this research has limitations. This research does not discuss more deeply the factors that can affect the level of students' learning independence during the implementation of distance learning. Therefore, it is important to investigate further with further research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it is possible to conclude that the learning independence of ninth-grade students in English learning during the implementation of distance learning at SMP Negeri 1 Lamasi is in the high category with the average percentage of all indicators was 73.84%. The highest percentage was achieved by the indicator evaluating the learning process and outcomes (80.44%), followed by setting goals or targets of learning (77.93%), self-efficacy (77.16%), seeing adversity as a challenge (75.81%), initiative and motivation to learn (74.23%), utilizing and searching for relevant sources (74.23%), monitoring, organizing, and controlling learning (73.15%), diagnosing learning needs (68.21%), and choosing and implementing learning strategies (63.43 %).

B. Suggestion

1. For Teacher

This research shows that ninth-grade students' level of learning independence at SMP Negeri 1 Lamasi is in the high category. However, students' learning independence should still be improved. The indicator of choosing and implementing learning strategies is the indicator that has the

lowest percentage compared to other indicators. Then, followed by the indicator of diagnosing learning needs,

To improve the ability of students to choose and implement learning strategies, the teacher could introduce students to the various learning strategies that can be used during the implementation of distance learning. In addition, teachers should provide opportunities for each student to share the learning strategies they use with their friends. So, it can improve students' knowledge of various learning strategies and help them find new strategies that can be used.

To improve the ability of students to diagnose learning needs, the teacher could ask students to determine their strengths and weaknesses in learning English and what they want to learn. As a result, students could identify their learning needs and focus their efforts on the most important lessons.

2. For Students

Students should continue to improve their learning independence. They should motivate themselves to be more responsible for their learning process. In addition, students should always follow the directions their teacher gives them when they use distance learning to learn.

3. For Another Researcher

It is expected that the research findings will provide useful information about students' learning independence throughout the implementation of distance learning. The researcher believes that many more phenomena can be discovered due to this research. The researcher suggests the other researcher deeply investigate the factors supporting and inhibiting students' learning

independence during the implementation of distance learning. In addition, other researcher could use data collection technique such as observation to acquire more valid and objective data. Furthermore, other researcher could add students' parents as resource persons to acquire more information about students' learning independence.

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APPENDIXES

APPENDIX 1

Students' Learning Independence Questionnaire

PEDOMAN ANGKET SKALA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS DI MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Nama   :

Kelas   :

Petunjuk Pengisian

➢ Isilah terlebih dahulu identitas Anda.
➢ Bacalah setiap pernyataan dengan seksama
➢ Pilihlah jawaban yang paling sesuai dengan keadaan Anda dengan memberikan tanda centang (√) pada alternatif jawaban.

Ket:

SS   : Sangat Setuju   TS   : Tidak Setuju
S   : Setuju   STS   : Sangat Tidak Setuju

No.	Indikator Dan Pernyataan	Respon				Skor
		SS	S	TS	STS	
	Inisiatif dan Motivasi Belajar					
1	Saya belajar Bahasa Inggris secara teratur walaupun harus belajar secara mandiri tanpa bertemu dengan guru. (+)					
2	Saya terpacu untuk belajar lebih giat saat nilai ulangan saya rendah. (+)					
3	Saya tidak bertanya kepada guru atau teman ketika mengalami kesulitan dalam memahami materi yang terdapat di dalam buku. (-)					
4	Saya tetap belajar di rumah walupun guru tidak memberikan tugas. (+)					
	Mendiagnosa Kebutuhan Belajar					
5.	Tugas yang diberikan oleh guru membuat saya lebih mudah mempersiapkan kebutuhan belajar saya. (+)					

6.	Saya berusaha mengetahui kelemahan diri saya ketika belajar Bahasa Inggris. (+)					
7.	Saya selalu merasa kurang siap saat menghadapi ulangan harian pada mata pelajaran Bahasa inggris selama penerapan pembelajaran jarak jauh. (-)					
8.	Saya bingung memilih bagian materi pelajaran yang akan dipelajari ulang. (-)					
	Menetapkan Target/Tujuan Belajar					
9.	Saya menetapkan target belajar yang hendak saya capai dalam pembelajaran bahasa Inggris. (+)					
10.	Saya merasa nyaman dalam mempelajari bahasa Inggris walaupun tidak menetapkan target yang pasti. (-)					
11.	Adanya target dalam belajar bahasa Inggris membuat saya semakin bersemangat dan rajin belajar. (+)					
12.	Saya mengikuti pembelajaran bahasa Inggris hanya untuk memenuhi tugas-tugas saja. (-)					
	Memonitor, Mengatur, dan Mengontrol Pembelajaran					
13.	Saya selalu mengontrol pembelajaran saya secara mandiri. (+)					
14.	Saya tidak terlalu memperdulikan proses belajar yang saya lakukan. (-)					
15.	Saya merasa kesulitan dalam mengatur waktu belajar saya. (-)					
16.	Saya selalu menyelesaikan tugas dengan tepat waktu dan tidak merasa kebingungan dalam mengatur waktu untuk mengerjakan tugas yang diberikan guru. (+)					
	Memandang Kesulitan Sebagai Sebuah Tantangan					
17.	Saya merasa tertantang untuk menyelesaikan tugas-tugas yang diberikan selama penerapan pembelajaran jarak jauh. (+)					
18.	Saya enggan untuk mengerjakan tugas-tugas yang sulit karena saya tidak memahaminya. (-)					
19.	Saya tetap mengerjakan tugas-tugas yang diberikan oleh guru walaupun sulit untuk					

	meningkatkan kemampuan Bahasa Inggris saya. (+)				
20.	Saya merasa malas berdiskusi dengan teman tentang tugas bahasa Inggris yang diberikan oleh guru. (-)				
	Memanfaatkan dan Mencari Sumber Yang Relevan				
21.	Saya hanya mengandalkan buku yang diberikan oleh guru untuk belajar bahasa Inggris dirumah. (-)				
22.	Saya mencari berbagai materi di internet yang berhubungan dengan materi yang sedang saya pelajari untuk menambah pemahaman saya. (+)				
23.	Saya suka menonton video pembelajaran bahasa Inggris yang terdapat di berbagai media misalnya televisi dan internet. (+)				
	Memilih dan Menerapkan Strategi Belajar				
24.	Saya memilih strategi belajar bahasa Inggris yang sesuai agar pembelajaran saya lebih kondusif dan efektif. (+)				
25.	Saya tidak memiliki strategi belajar tertentu dalam mempelajari bahasa Inggris. Yang terpenting bagi saya adalah belajar dengan sungguh-sungguh. (-)				
	Mengevalusai Proses dan Hasil Belajar				
26,	Saya mengevaluasi kembali hasil ulangan saya agar hasil belajar Bahasa Inggris menjadi lebih baik. (+)				
27.	Saya tidak pernah mengevaluasi proses belajar yang telah saya lakukan walaupun nilai saya rendah. (-)				
28.	Saya senang dengan nilai bahasa Inggris yang baik selama ini sebagai hasil kerja keras dalam belajar. (+)				
29.	Saya bersikap cuek terhadap nilai yang telah saya dapatkan. (-)				
	Efikasi Diri				
30.	Saya bangga dengan hasil belajar bahasa Inggris yang telah saya capai. (+)				
31.	Saya selalu merasa siap untuk mempelajari materi Bahasa Inggris. (+)				
32.	Saya yakin akan berhasil dalam mata pelajaran Bahasa Inggris. (+)				
33.	Saya kurang konsentrasi saat guru memberikan pertanyaan secara tiba-tiba. (-)				

APPENDIX 2

Content Validity Sheet for Questionnaire

LEMBAR VALIDASI ANGKET KEMANDIRIAN BELAJAR SISWA DALAM PEMBELAJARAN BAHASA INGGRIS DI MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH

Nama : Ine Suari

Judul Penelitian : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator : Dr. Muhaemin M.A.

Petunjuk:

a) Dimohon untuk memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
   1 = Tidak Sesuai
   2 = Kurang Sesuai
   3 = Sesuai
   4 = Sangat Sesuai

b) Bila menurut Bapak validator angket *Kemandirian belajar siswa* perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek Yang Divalidasi	Penilaian			
		1	2	3	4
1.	Petunjuk penggunaan angket dinyatakan dengan jelas				√
2.	Kalimat pernyataan mudah dipahami dan tidak menimbulkan penafsiran ganda			√	
3.	Kalimat menggunakan bahasa yang baik dan benar				√
4.	Kesesuaian pernyataan dengan indikator kemandirian belajar siswa				√
5.	Pernyataan yang diajukan dapat mengungkap kemandirian belajar siswa				√

Komentar dan Saran

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Kesimpulan

Berdasarkan penilaian di atas, lembar angket kemandirian belajar siswa dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Palopo, 22 September 2021

Validator

Dr. Muhaemin, M.A.
NIP: 197902032005011006

LEMBAR VALIDASI ANGKET KEMANDIRIAN BELAJAR SISWA DALAM PEMBELAJARAN BAHASA INGGRIS DI MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH

Nama : Ine Suari

Judul Penelitian : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator : Muhammad Iksan, M.Pd.

Petunjuk:

a) Dimohon untuk memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
   1 = Tidak Sesuai
   2 = Kurang Sesuai
   3 = Sesuai
   4 = Sangat Sesuai

b) Bila menurut Bapak validator angket *Kemandirian belajar siswa* perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek Yang Dievaluasi	Penilaian			
		1	**2**	**3**	**4**
1.	Petunjuk penggunaan angket dinyatakan dengan jelas				√
2.	Kalimat pernyataan mudah dipahami dan tidak menimbulkan penafsiran ganda			√	
3.	Kalimat menggunakan bahasa yang baik dan benar			√	
4.	Kesesuaian pernyataan dengan indikator kemandirian belajar siswa				√
5.	Pernyataan yang diajukan dapat mengungkap kemandirian belajar siswa				√

Komentar dan Saran

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Kesimpulan

Berdasarkan penilaian di atas, lembar angket kemandirian belajar siswa dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Palopo, 22 September 2021

Validator

Muhammad Iksan, M.Pd.
NIP: 19860327 201801 1 001

APPENDIX 3

Results of Content Validity Test to the Questionnaire

Evaluated Aspect	Validator		Total Score for Each Aspect	Mean	Category
	I	II			
A	4	4	8	3.7	Very Good
B	3	3	6		
C	4	3	7		
D	4	4	8		
E	4	4	8		
Total			37		

APPENDIX 4

Result of Empirical Validity Testing to the Questionnaire Using IBM SPSS Statistic 24 Application.

Correlations

[Large SPSS Pearson Correlation matrix (variables X01–X33 and TOTAL, N = 54).]

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Statement	R Value	R Table	Interpretation
1	0.402	0.2681	Valid
2	-0.019	0.2681	Invalid
3	0.419	0.2681	Valid
4	0.317	0.2681	Valid

5	0.418	0.2681	Valid
6	0.067	0.2681	Invalid
7	0.382	0.2681	Valid
8	0.468	0.2681	Valid
9	0.29	0.2681	Valid
10	0.171	0.2681	Invalid
11	0.281	0.2681	Valid
12	0.495	0.2681	Valid
13	0.293	0.2681	Valid
14	0.35	0.2681	Valid
15	0.46	0.2681	Valid
16	0.487	0.2681	Valid
17	0.319	0.2681	Valid
18	0.525	0.2681	Valid
19	0.534	0.2681	Valid
20	0.299	0.2681	Valid
21	0.486	0.2681	Valid
22	0.268	0.2681	Valid
23	0.631	0.2681	Valid
24	0.626	0.2681	Valid
25	0.533	0.2681	Valid
26	0.53	0.2681	Valid
27	0.427	0.2681	Valid
28	0.416	0.2681	Valid
29	0.4	0.2681	Valid
30	0.232	0.2681	Invalid
31	0.461	0.2681	Valid
32	0.309	0.2681	Valid
33	0.345	0.2681	Valid

Note:

r value ≥ r table = Valid

r value < r table = Invalid

APPENDIX 5

Result of Reliability Test Using IBM SPSS Statistic 24 Application.

Reliability Statistics

Cronbach's Alpha	N of Items
.838	29

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	83.6296	79.332	.333	.833
X03	83.3519	79.289	.406	.831
X04	83.2778	80.204	.238	.837
X05	83.0185	79.641	.389	.832
X07	84.1296	79.360	.303	.835
X08	83.8333	78.179	.396	.831
X09	83.2778	80.959	.235	.836
X11	82.9815	81.830	.215	.837
X12	83.5556	76.969	.413	.831
X13	83.2037	80.882	.236	.836
X14	83.2778	79.374	.320	.834
X15	83.9074	77.369	.387	.832
X16	83.4630	77.423	.433	.830
X17	83.4815	80.896	.221	.837
X18	83.6667	76.830	.426	.830
X19	83.0556	77.563	.489	.828
X20	83.2222	81.157	.230	.836
X21	83.9815	77.566	.400	.831
X22	83.1111	81.836	.166	.838
X23	83.1667	76.406	.592	.825
X24	83.2222	77.421	.582	.826
X25	84.4815	76.669	.439	.830
X26	83.0741	78.296	.500	.829
X27	83.5926	77.755	.377	.832
X28	82.9815	80.509	.346	.833
X29	83.0370	79.433	.352	.833
X31	83.0926	79.633	.432	.831
X32	82.9815	81.528	.245	.836
X33	83.8333	79.425	.273	.836

APPENDIX 6

Data Tabulation

	X01	X03	X04	X05	X07	X08	X09	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X28	X29	X31	X32	X33	TOTAL
Student 1	2	2	3	3	2	2	4	4	2	4	4	3	3	2	3	3	3	1	3	2	3	2	2	1	3	3	3	3	3	78
Student 2	2	3	2	4	3	2	3	4	2	3	2	1	3	3	2	3	4	3	2	3	3	1	4	2	4	2	3	4	2	79
Student 3	3	3	2	3	3	2	2	4	2	3	3	3	2	2	2	2	2	1	4	3	2	2	3	1	3	3	4	3	3	75
Student 4	4	2	4	3	2	3	2	4	2	4	4	3	3	3	2	4	4	3	4	4	4	2	4	3	3	3	3	3	4	93
Student 5	2	2	1	4	2	3	3	4	2	4	3	4	4	3	3	4	3	2	4	4	3	2	4	2	4	2	3	4	3	88
Student 6	2	3	2	3	3	3	4	4	3	2	3	3	2	2	3	2	2	2	3	3	3	2	3	3	3	3	3	3	2	79
Student 7	2	3	2	3	1	2	3	3	3	3	3	1	3	4	2	4	2	2	4	2	3	1	3	4	4	4	3	3	4	81
Student 8	2	4	3	3	3	3	3	4	4	2	4	4	3	4	3	4	3	3	4	3	3	4	4	4	4	4	4	4	3	98
Student 9	2	4	3	4	3	4	3	4	2	3	3	4	4	2	2	4	4	3	3	3	3	1	4	4	3	4	3	3	3	92
Student 10	3	4	4	4	1	2	2	3	3	3	3	1	2	3	3	3	4	4	4	4	3	2	3	3	3	4	3	3	1	85
Student 11	3	3	4	3	2	3	2	3	1	4	3	2	4	3	3	3	3	2	4	4	3	2	2	3	3	3	3	4	3	85
Student 12	2	3	4	3	2	3	4	4	1	2	2	2	2	3	2	2	3	2	3	3	2	2	3	3	3	3	3	3	2	76
Student 13	2	3	2	4	1	1	4	4	3	4	4	3	4	2	1	4	3	3	4	4	4	1	4	3	4	3	4	4	1	88
Student 14	2	3	2	4	1	1	4	4	3	4	3	3	4	2	2	4	3	3	4	4	4	1	4	3	4	3	4	4	3	90
Student 15	3	2	4	3	3	2	3	2	2	3	2	2	4	2	3	3	3	1	3	2	2	2	3	1	3	3	2	3	4	75
Student 16	3	3	3	3	2	2	3	3	4	1	4	2	1	3	4	4	4	3	3	3	3	2	4	4	3	4	3	3	2	86
Student 17	2	3	3	3	2	2	3	3	3	4	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	4	3	2	85
Student 18	2	3	3	3	2	2	4	3	2	3	3	2	2	3	2	3	4	1	3	3	3	1	3	2	3	3	3	3	3	76
Student 19	2	3	3	3	2	2	3	3	3	3	3	2	3	1	3	3	3	2	2	3	2	3	2	3	3	3	3	3	2	76
Student 20	4	3	3	3	2	2	4	3	2	3	3	2	3	3	2	3	2	2	3	4	3	2	3	2	3	2	3	3	2	79
Student 21	4	4	4	4	4	3	3	4	4	4	4	3	4	1	4	4	4	2	1	4	4	1	4	4	4	4	4	3	3	100
Student 22	3	4	3	4	2	4	4	3	2	4	4	3	3	3	3	3	3	2	3	3	3	1	4	3	4	3	4	3	3	91
Student 23	3	3	3	4	2	4	2	3	3	3	3	1	2	3	1	3	3	1	3	3	4	2	3	3	2	4	3	2	2	78
Student 24	3	4	4	3	3	3	4	3	3	4	3	3	4	3	4	3	4	3	4	4	4	2	4	3	3	4	4	3	3	99
Student 25	3	3	4	3	3	1	3	4	2	3	1	3	3	2	2	4	3	1	4	4	3	1	3	1	3	3	4	4	2	80
Student 26	3	3	4	3	2	2	4	4	3	3	3	2	2	3	2	4	3	2	2	3	3	1	3	3	3	3	4	3	2	82
Student 27	3	4	3	4	3	3	3	2	4	3	3	3	2	3	2	3	2	3	3	3	3	1	4	3	4	3	3	4	2	86
Student 28	3	2	4	4	1	2	3	3	1	4	2	1	3	3	2	4	4	1	4	1	4	1	3	1	3	4	3	4	4	79
Student 29	3	3	4	4	2	3	4	3	3	4	3	2	3	3	3	4	3	2	3	3	3	1	3	3	3	4	3	3	1	86
Student 30	2	2	3	3	2	2	3	3	3	3	4	2	2	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	79
Student 31	4	3	3	3	1	3	3	1	3	3	3	2	2	4	2	3	3	4	2	3	4	3	3	4	4	4	4	4	3	89
Student 32	3	1	2	1	3	3	2	4	2	4	4	3	4	1	2	1	2	1	3	3	3	1	2	2	4	4	3	4	3	77
Student 33	3	3	3	4	2	2	3	4	3	3	3	2	3	3	3	3	4	2	4	3	3	3	4	3	4	3	3	3	2	89
Student 34	2	4	1	4	2	2	3	4	4	4	4	3	4	3	3	4	4	1	4	4	3	2	3	3	4	4	3	4	4	94
Student 35	4	3	3	3	2	4	3	4	4	3	4	2	2	3	4	4	3	3	4	4	4	3	3	3	3	4	3	3	2	94
Student 36	2	3	3	2	1	2	2	3	3	3	2	2	2	3	2	2	3	2	3	2	2	2	2	2	2	2	2	3	2	66
Student 37	2	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	4	3	3	2	83
Student 38	4	3	3	4	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	2	4	3	3	4	4	2	94
Student 39	3	3	3	3	2	3	3	4	2	3	2	2	2	3	3	3	4	2	3	3	4	2	3	2	4	3	3	4	3	84
Student 40	2	3	3	3	2	2	4	3	2	2	2	1	2	3	2	2	2	3	4	3	3	2	4	3	4	4	4	4	2	80
Student 41	2	3	2	3	4	3	3	3	3	3	3	3	4	2	3	3	4	4	2	3	3	1	3	1	4	1	4	4	2	83
Student 42	4	3	3	4	1	3	3	4	4	3	3	2	3	2	3	4	3	4	2	1	3	3	2	1	4	2	4	3	4	86
Student 43	2	4	4	4	3	3	4	4	3	4	3	4	2	2	3	3	3	4	3	3	4	4	4	4	4	4	4	4	3	101
Student 44	3	3	3	4	2	3	3	3	4	4	4	1	2	4	1	3	3	3	4	3	4	1	4	3	3	3	3	4	3	88
Student 45	3	2	3	3	2	2	2	3	3	2	3	2	2	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	2	75
Student 46	2	3	4	3	3	3	2	3	3	2	4	1	3	3	3	3	3	3	3	3	2	3	4	4	4	3	3	4		87
Student 47	2	3	2	3	2	2	2	3	2	3	2	3	3	3	4	3	3	3	3	2	2	1	4	4	3	3	2	2	1	75
Student 48	2	4	4	4	2	1	3	3	4	3	2	2	3	4	4	3	4	3	4	4	1	3	3	4	4	3	4	4	1	90
Student 49	3	3	3	4	1	2	3	3	4	3	4	1	3	3	2	4	4	2	3	3	3	1	3	4	4	4	4	4	2	87
Student 50	3	4	4	4	4	3	4	3	4	4	2	4	3	4	4	4	3	4	4	4	3	3	3	3	4	3	4	4	4	103
Student 51	4	3	4	3	3	4	3	4	4	4	3	4	4	4	3	3	3	4	4	4	4	3	3	4	4	3	4	3	4	105
Student 52	4	3	4	4	3	4	4	4	3	4	4	3	4	4	4	3	4	4	4	4	4	3	3	4	3	4	3	4	3	107
Student 53	4	4	3	3	3	3	4	4	3	3	3	3	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	102
Student 54	3	3	4	4	3	3	4	3	3	3	4	4	4	4	4	3	3	3	4	4	4	4	3	4	3	3	4	4	3	102

APPENDIX 7

Result of Questionnaire Analysis Using IBM SPSS Statistic 24 Application.

Statement 1

X01

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	23	42.6	42.6	42.6
	SETUJU	21	38.9	38.9	81.5
	SANGAT SETUJU	10	18.5	18.5	100.0
	Total	54	100.0	100.0	

Statement 3

X03

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	1	1.9	1.9	1.9
	SETUJU	7	13.0	13.0	14.8
	TIDAK SETUJU	35	64.8	64.8	79.6
	SANGAT TIDAK SETUJU	11	20.4	20.4	100.0
	Total	54	100.0	100.0	

Statement 4

X04

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	2	3.7	3.7	3.7
	TIDAK SETUJU	9	16.7	16.7	20.4
	SETUJU	24	44.4	44.4	64.8
	SANGAT SETUJU	19	35.2	35.2	100.0
	Total	54	100.0	100.0	

Statement 5

X05

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	1	1.9	1.9	3.7
	SETUJU	29	53.7	53.7	57.4
	SANGAT SETUJU	23	42.6	42.6	100.0
	Total	54	100.0	100.0	

Statement 7

X07

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	9	16.7	16.7	16.7
	SETUJU	25	46.3	46.3	63.0
	TIDAK SETUJU	17	31.5	31.5	94.4
	SANGAT TIDAK SETUJU	3	5.6	5.6	100.0
	Total	54	100.0	100.0	

Statement 8

X08

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	4	7.4	7.4	7.4
	SETUJU	22	40.7	40.7	48.1
	TIDAK SETUJU	22	40.7	40.7	88.9
	SANGAT TIDAK SETUJU	6	11.1	11.1	100.0
	Total	54	100.0	100.0	

Statement 9

X09

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	10	18.5	18.5	18.5
	SETUJU	28	51.9	51.9	70.4
	SANGAT SETUJU	16	29.6	29.6	100.0
	Total	54	100.0	100.0	

Statement 11

X11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	2	3.7	3.7	3.7
	SETUJU	28	51.9	51.9	55.6
	SANGAT SETUJU	24	44.4	44.4	100.0
	Total	54	100.0	100.0	

Statement 12

X12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	4	7.4	7.4	7.4
	SETUJU	15	27.8	27.8	35.2
	TIDAK SETUJU	21	38.9	38.9	74.1
	SANGAT TIDAK SETUJU	14	25.9	25.9	100.0
	Total	54	100.0	100.0	

Statement 13

X13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	6	11.1	11.1	13.0
	SETUJU	29	53.7	53.7	66.7
	SANGAT SETUJU	18	33.3	33.3	100.0
	Total	54	100.0	100.0	

Statement 14

X14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	1	1.9	1.9	1.9
	SETUJU	10	18.5	18.5	20.4
	TIDAK SETUJU	25	46.3	46.3	66.7
	SANGAT TIDAK SETUJU	18	33.3	33.3	100.0
	Total	54	100.0	100.0	

Statement 15

X15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	9	16.7	16.7	16.7
	SETUJU	16	29.6	29.6	46.3
	TIDAK SETUJU	23	42.6	42.6	88.9
	SANGAT TIDAK SETUJU	6	11.1	11.1	100.0
	Total	54	100.0	100.0	

Statement 16

X16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	17	31.5	31.5	33.3
	SETUJU	21	38.9	38.9	72.2
	SANGAT SETUJU	15	27.8	27.8	100.0
	Total	54	100.0	100.0	

Statement 17

X17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	2	3.7	3.7	3.7
	TIDAK SETUJU	11	20.4	20.4	24.1
	SETUJU	31	57.4	57.4	81.5
	SANGAT SETUJU	10	18.5	18.5	100.0
	Total	54	100.0	100.0	

Statement 18

X18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	4	7.4	7.4	7.4
	SETUJU	19	35.2	35.2	42.6
	TIDAK SETUJU	19	35.2	35.2	77.8
	SANGAT TIDAK SETUJU	12	22.2	22.2	100.0
	Total	54	100.0	100.0	

Statement 19

X19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	5	9.3	9.3	11.1
	SETUJU	23	42.6	42.6	53.7
	SANGAT SETUJU	25	46.3	46.3	100.0
	Total	54	100.0	100.0	

Statement 20

X20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SETUJU	8	14.8	14.8	14.8
	TIDAK SETUJU	29	53.7	53.7	68.5
	SANGAT TIDAK SETUJU	17	31.5	31.5	100.0
	Total	54	100.0	100.0	

Statement 21

X21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	9	16.7	16.7	16.7
	SETUJU	18	33.3	33.3	50.0
	TIDAK SETUJU	23	42.6	42.6	92.6
	SANGAT TIDAK SETUJU	4	7.4	7.4	100.0
	Total	54	100.0	100.0	

Statement 22

X22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	4	7.4	7.4	9.3
	SETUJU	28	51.9	51.9	61.1
	SANGAT SETUJU	21	38.9	38.9	100.0
	Total	54	100.0	100.0	

Statement 23

X23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT TIDAK SETUJU	1	1.9	1.9	1.9
	TIDAK SETUJU	6	11.1	11.1	13.0
	SETUJU	27	50.0	50.0	63.0
	SANGAT SETUJU	20	37.0	37.0	100.0
	Total	54	100.0	100.0	

Statement 24

X24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	7	13.0	13.0	13.0
	SETUJU	31	57.4	57.4	70.4
	SANGAT SETUJU	16	29.6	29.6	100.0
	Total	54	100.0	100.0	

Statement 25

X25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	20	37.0	37.0	37.0
	SETUJU	23	42.6	42.6	79.6
	TIDAK SETUJU	7	13.0	13.0	92.6
	SANGAT TIDAK SETUJU	4	7.4	7.4	100.0
	Total	54	100.0	100.0	

Statement 26

X26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	5	9.3	9.3	9.3
	SETUJU	27	50.0	50.0	59.3
	SANGAT SETUJU	22	40.7	40.7	100.0
	Total	54	100.0	100.0	

Statement 27

X27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	6	11.1	11.1	11.1
	SETUJU	9	16.7	16.7	27.8
	TIDAK SETUJU	29	53.7	53.7	81.5
	SANGAT TIDAK SETUJU	10	18.5	18.5	100.0
	Total	54	100.0	100.0	

Statement 28

X28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	2	3.7	3.7	3.7
	SETUJU	28	51.9	51.9	55.6
	SANGAT SETUJU	24	44.4	44.4	100.0
	Total	54	100.0	100.0	

Statement 29

X29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	1	1.9	1.9	1.9
	SETUJU	4	7.4	7.4	9.3
	TIDAK SETUJU	24	44.4	44.4	53.7
	SANGAT TIDAK SETUJU	25	46.3	46.3	100.0
	Total	54	100.0	100.0	

Statement 31

X31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	3	5.6	5.6	5.6
	SETUJU	32	59.3	59.3	64.8
	SANGAT SETUJU	19	35.2	35.2	100.0
	Total	54	100.0	100.0	

Statement 32

X32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TIDAK SETUJU	2	3.7	3.7	3.7
	SETUJU	28	51.9	51.9	55.6
	SANGAT SETUJU	24	44.4	44.4	100.0
	Total	54	100.0	100.0	

Statement 33

X33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SANGAT SETUJU	5	9.3	9.3	9.3
	SETUJU	22	40.7	40.7	50.0
	TIDAK SETUJU	19	35.2	35.2	85.2
	SANGAT TIDAK SETUJU	8	14.8	14.8	100.0
	Total	54	100.0	100.0	

APPENDIX 8

Result of Questionnaire Analysis Using Microsoft Excel 354 Application

NO	Response				N	SCORE	MEAN	Percentage Per Each Statement	Percentage Per Indicator
	SA	A	D	SD					
1	10	21	23		54	149	2.76	68.98	74.23
	18.5	38.9	42.6						
3	1	7	35	11	54	164	3.04	75.93	
	1.9	13.0	64.8	20.4					
4	19	24	9	2	54	168	3.11	77.78	
	35.2	44.4	16.7	3.7					
5	23	29	1	1	54	182	3.37	84.26	68.21
	42.6	53.7	1.9	1.9					
7	9	25	17	3	54	122	2.26	56.48	
	16.7	46.3	31.5	5.6					
8	4	22	22	6	54	138	2.56	63.89	
	7.4	40.7	40.7	11.1					
9	16	28	10		54	168	3.11	77.78	77.93
	29.6	51.9	18.5						
11	24	28	2		54	184	3.41	85.19	
	44.4	51.9	3.7						
12	4	15	21	14	54	153	2.83	70.83	
	7.4	27.8	38.9	25.9					
13	18	29	6	1	54	172	3.19	79.63	73.15
	33.3	53.7	11.1	1.9					
14	1	10	25	18	54	168	3.11	77.78	
	1.9	18.5	46.3	33.3					
15	9	16	23	6	54	134	2.48	62.04	
	16.7	29.6	42.6	11.1					
16	15	21	17	1	54	158	2.93	73.15	
	27.8	38.9	31.5	1.9					
17	10	31	11	2	54	157	2.91	72.69	75.81
	18.5	57.4	20.4	3.7					
18	4	19	19	12	54	147	2.72	68.06	
	7.4	35.2	35.2	22.2					
19	25	23	5	1	54	180	3.33	83.33	
	46.3	42.6	9.3	1.9					
20		8	29	17	54	171	3.17	79.17	
		14.8	53.7	31.5					
21	9	18	23	4	54	130	2.41	60.19	74.23
	16.7	33.3	42.6	7.4					
22	21	28	4	1	54	177	3.28	81.94	
	38.9	51.9	7.4	1.9					
23	20	27	6	1	54	174	3.22	80.56	
	37.0	50.0	11.1	1.9					
24	16	31	7		54	171	3.17	79.17	63.43
	29.6	57.4	13.0						
25	20	23	7	4	54	103	1.91	47.69	
	37.0	42.6	13.0	7.4					
26	22	27	5		54	179	3.31	82.87	80.44
	40.7	50.0	9.3						
27	6	9	29	10	54	151	2.80	69.91	
	11.1	16.7	53.7	18.5					
28	24	28	2		54	184	3.41	85.19	
	44.4	51.9	3.7						
29	1	4	24	25	54	181	3.35	83.80	
	1.9	7.4	44.4	46.3					
31	19	32	3		54	178	3.30	82.41	77.16
	35.2	59.3	5.6						
32	24	28	2		54	184	3.41	85.19	
	44.4	51.9	3.7						
33	5	22	19	8	54	138	2.56	63.89	
	9.3	40.7	35.2	14.8					
Total of Percentage									73.84

APPENDIX 9

Interview Guideline

PEDOMAN WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS DI MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal :

Tempat   :

Narasumber   : Guru Bahasa Inggris Kelas VIII SMP Negeri 1 Lamasi

No.	Pertanyaan	Jawaban
1.	Apakah dalam proses pembelajaran jarak jauh siswa aktif bertanya kepada ibu saat mengalami kesulitan?	
2.	Apakah Ibu memberikan tugas kepada siswa untuk meningkatkan pemahaman mereka terhadap materi yang telah disampaikan?	
3.	Apakah siswa menetapkan target saat mempelajari Bahasa Inggris?	
4.	Apakah siswa selalu menyelesaikan tugas dengan tepat waktu?	
5.	Bagaimana respon siswa jika terdapat soal-soal yang rumit?	
6.	Apakah siswa menggunakan referensi lain untuk menunjang pembelajaran Bahasa Inggris mereka?	
7.	Menurut ibu, apakah masing-masing siswa memiliki strategi belajar sendiri yang membuat mereka nyaman dalam proses pembelajaran jarak jauh?	
8.	Apakah siswa mengevaluasi proses belajar mereka?	

9.	Apakah siswa memiliki keyakinan terhadap kemampuan belajar mereka?	

APPENDIX 10

Content Validity Sheet for Interview Guideline

LEMBAR VALIDASI PEDOMAN WAWANCARA GURU

Nama   : Ine Suari

Judul penelitian : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator   : Dr. Muhaemin M.A.

Petunjuk:

a. Dimohon memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:

 1 = **Tidak Sesuai**
 2 = **Kurang Sesuai**
 3 = **Sesuai**
 4 = **Sangat Sesuai**

b) Bila menurut Bapak validator pedoman wawancara guru perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1.	Kesesuaian pertanyaan dengan angket yang diberikan			√	
2.	Pertanyaan wawancara dapat memperkuat jawaban mengenai kemandirian belajar siswa				√
3.	Kalimat yang digunakan mudah dipahami dan tidak menimbulkan penafsiran ganda				√

Komentar dan Saran

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Kesimpulan

Berdasarkan penilaian di atas, pedoman wawancara dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Palopo, 22 September 2021

Validator

Dr. Muhaemin M.A.
NIP: 197902032005011006

LEMBAR VALIDASI PEDOMAN WAWANCARA GURU

Nama   : Ine Suari

Judul penelitian   : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator   : Muhammad Iksan, M.Pd.

Petunjuk:

a) Dimohon memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
   1 = Tidak Sesuai
   2 = Kurang Sesuai
   3 = Sesuai
   4 = Sangat Sesuai

b) Bila menurut Bapak validator pedoman wawancara guru perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1.	Kesesuaian pertanyaan dengan angket yang diberikan				√
2.	Pertanyaan wawancara dapat memperkuat jawaban mengenai kemandirian belajar siswa				√
3.	Kalimat yang digunakan mudah dipahami dan tidak menimbulkan penafsiran ganda			√	

Komentar dan Saran

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Kesimpulan

Berdasarkan penilaian di atas, pedoman wawancara dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan
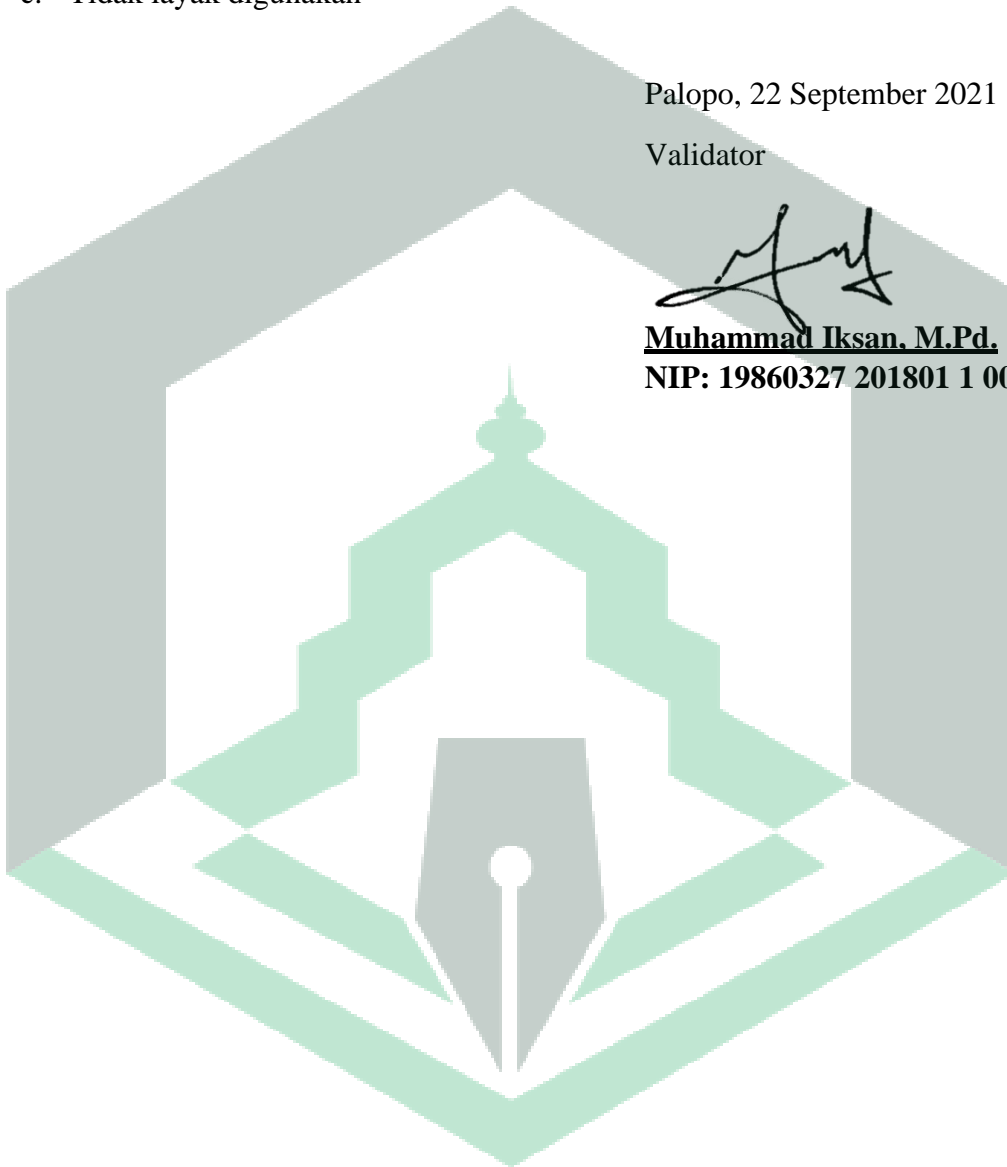
Palopo, 22 September 2021

Validator

Muhammad Iksan, M.Pd.
NIP: 19860327 201801 1 001

APPENDIX 11

Results of Content Validity Test to the Interview Guideline

Evaluated Aspect	Validator		Total Score for Each Aspect	Mean	Category
	I	II			
A	3	4	7	3.67	Very Good
B	4	4	8		
C	4	3	7		
Total			22		

APPENDIX 12

Result of Interview with English Teacher

HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal : Jumat, 22 Oktober 2021

Tempat : SMP Negeri 1 Lamasi

Narasumber : Satriani Ponirin, M.Pd. (Guru Bahasa Inggris Kelas XI SMP Negeri 1 Lamasi)

No.	Pertanyaan	Jawaban
1.	Apakah dalam proses pembelajaran jarak jauh siswa aktif bertanya kepada ibu saat mengalami kesulitan?	Iya. Namun, hanya beberapa siswa yang bertanya kepada saya jika mengalami kesulitan. Mereka bertanya mengenai apa yang belum mereka pahami dan juga bertanya tentang tugas mereka.
2.	Apakah Ibu memberikan tugas kepada siswa untuk meningkatkan pemahaman mereka terhadap materi yang telah disampaikan?	Iya, saya selalu memberikan tugas kepada siswa di setiap pertemuan.
3.	Apakah siswa menetapkan target saat mempelajari Bahasa Inggris?	Ada sebagian siswa yang menetapkan target untuk meningkatkan pembelajaran mereka pada mata pelajaran bahasa Inggris.
4.	Apakah siswa selalu menyelesaikan tugas dengan tepat waktu?	Sebagian besar siswa tepat waktu, namun ada beberapa siswa yang harus diingatkan terlebih dahulu mengenai tugas mereka.
5.	Bagaimana respon siswa jika terdapat soal-soal yang rumit?	Biasanya mereka akan bertanya kepada saya bagaimana cara mengerjakan soal-soal tersebut dan mereka juga menyampaikan kesulitan-kesulitan apa yang mereka alami saat mengerjakan tugas yang saya berikan.
6.	Apakah siswa menggunakan referensi lain untuk menunjang	Iya, sebagian dari mereka menggunakan Google dan aplikasi Youtube.

	pembelajaran Bahasa Inggris mereka?	
7.	Menurut ibu, apakah masing-masing siswa memiliki strategi belajar sendiri yang membuat mereka nyaman dalam proses pembelajaran jarak jauh?	Beberapa siswa pasti ada yang memiliki strategi dalam proses pembelajaran dan stretegi yang diterapakan tentu berbeda antara siswa yang satu dengan yang lain. Hal ini karena setiap siswa memiliki karakter yang berbeda-beda sehingga mereka akan memilih stategi belajar yang membuat mereka nyaman dalam belajar bahasa Inggris.
8.	Apakah siswa mengevaluasi proses belajar mereka?	Saya tidak mengetahuinya secara pasti. Namun, apabila terdapat siswa yang nilainya rendah, saya menyuruh siswa tersebut untuk menegerjakan ulang tugasnya dan sejauh ini, mereka selalu mengerjakannya.
9.	Apakah siswa memiliki keyakinan terhadap kemampuan belajar mereka?	Iya, yang saya lihat mereka kebanyakan memiliki tingkat kepercayaan diri yang tinggi terhadap kemampuan belajar mereka.
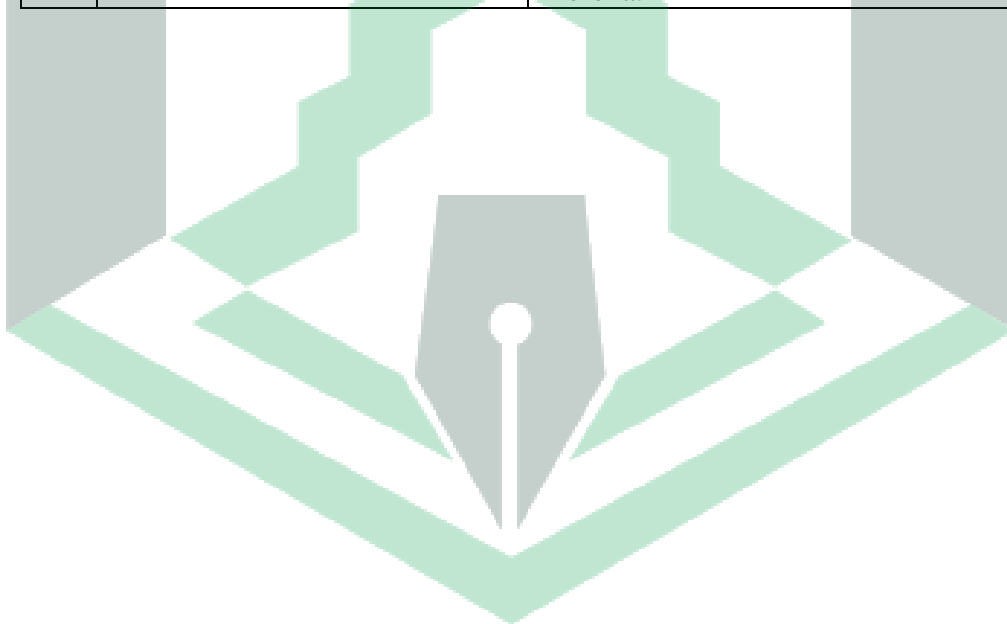
APPENDIX 13

Interview Guideline

PEDOMAN WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA MASA PANDEMI COVID-19 DI SMP NEGERI 1 LAMASI

Hari/Tanggal :

Tempat   :

Narasumber   : Siswa Kelas VIII SMP Negeri 1 Lamasi

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang diberikan oleh sekolah dalam belajar Bahasa Inggris?	
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	

9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	
10.	Apakah anda merasa bangga terhadap hasil belajar yang telah anda peroleh pada pembelajaran Bahasa Inggris?	

APPENDIX 14

Content Validity Sheet for Interview Guideline

LEMBAR VALIDASI PEDOMAN WAWANCARA SISWA

Nama   : Ine Suari

Judul penelitian   : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator   : Dr. Muhaemin M.A.

Petunjuk:

a) Dimohon memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:
   1 = **Tidak Sesuai**
   2 = **Kurang Sesuai**
   3 = **Sesuai**
   4 = **Sangat Sesuai**

b) Bila menurut Bapak validator pedoman wawancara guru perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek yang Divalidasi	Penilaian			
		1	**2**	**3**	**4**
1.	Kesesuaian pertanyaan dengan angket yang diberikan				√
2.	Pertanyaan wawancara dapat memperkuat jawaban mengenai kemandirian belajar siswa				√
3.	Kalimat yang digunakan mudah dipahami dan tidak menimbulkan penafsiran ganda			√	

Komentar dan Saran

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Kesimpulan

Berdasarkan penilaian di atas, pedoman wawancara dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Palopo, 22 September 2021

Validator

Dr. Muhaemin M.A.
NIP: 197902032005011006

LEMBAR VALIDASI PEDOMAN WAWANCARA SISWA

Nama : Ine Suari

Judul penelitian : Students' Learning Independence in English Learning During the Implementation of Distance Learning at SMP Negeri 1 Lamasi.

Validator : Muhammad Iksan, M.Pd.

Petunjuk:

a) Dimohon memberikan penilaian dengan memberi tanda cek (√) pada kolom skor penilaian yang tersedia. Deskripsi skala penilaian sebagai berikut:

1 = **Tidak Sesuai**
2 = **Kurang Sesuai**
3 = **Sesuai**
4 = **Sangat Sesuai**

b) Bila menurut Bapak validator pedoman wawancara guru perlu ada revisi, mohon ditulis pada bagian komentar dan saran guna adanya perbaikan.

No.	Aspek yang Divalidasi	Penilaian			
		1	2	3	4
1.	Kesesuaian pertanyaan dengan angket yang diberikan				√
2.	Pertanyaan wawancara dapat memperkuat jawaban mengenai kemandirian belajar siswa			√	
3.	Kalimat yang digunakan mudah dipahami dan tidak menimbulkan penafsiran ganda			√	

Komentar dan Saran

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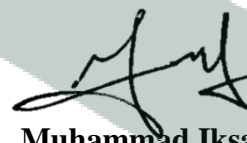…………………………………………………………………………………………
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Kesimpulan

Berdasarkan penilaian di atas, pedoman wawancara dinyatakan:

a. Layak digunakan tanpa revisi
b. Layak digunakan dengan revisi
c. Tidak layak digunakan

Palopo, 22 September 2021

Validator

Muhammad Iksan, M.Pd.
NIP: 19860327 201801 1 001

APPENDIX 15

Results of Content Validity Test to the Interview Guideline

Evaluated Aspect	Validator		Total Score for Each Aspect	Mean	Category
	I	II			
A	4	4	8	3.5	Very Good
B	4	3	7		
C	3	3	6		
Total			21		

APPENDIX 16

Result of Interview with Students

HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal : Senin, 18 Oktober 2021

Tempat   : SMP Negeri 1 Lamasi

Narasumber   : Gendis Sekar Sari (Siswa Kelas IX)

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	Iya, kadang-kadang belajar bahasa Inggris secara teratur. Saya belajar jika guru memberikan tugas. Namun, jika tidak ada tugas, saya tidak belajar.
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	Saya mencoba mencari penjelasannya di internet lalu saya mencoba memahami secara mandiri.
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	Iya, saya berusaha mengetahui kelemahan saya. Salah satu kelemahan saya dalam pembelajaran Bahasa Inggris yaitu pengucapan. Saya kesulitaan dalam pengucapan karena pengucapan suatu kata berbeda dengan ejaannya.
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	Iya, saya menetapkan target. Saya harus memiliki nilai yang bagus dan bisa pintar dalam berbahasa Inggris.
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	Iya, saya bisa. Saya biasanya mengerjakan semua tugas yang diberikan guru tanpa kebingungan mengatur waktu.
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	Saya mencari penjelasan di google dan youtube dan terkadang bertanya ke teman.
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang	Iya, saya menggunakan Google dan terkadang Youtube juga.

	diberikan oleh sekolah dalam belajar Bahasa Inggris?	
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	Iya, saya menerapakan strategi belajar agar nilai saya bagus. Saya mencoba lebih aktif dalam mencari meteri-materi pembelajaran dan mencoba untuk memahaminya sendiri.
9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	Iya, saya melakukan perbaikan.
10.	Apakah anda merasa bangga terhadap hasil belajar yang telah anda peroleh pada pembelajaran Bahasa Inggris?	Iya, saya bangga. Pada pengimplementasian pembelajaran jarak jauh nilai saya cukup meningkat.

HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal : Senin, 18 Oktober 2021

Tempat   : SMP Negeri 1 Lamasi

Narasumber   : Marsya Cristine L (Siswa Kelas IX SMP Negeri 1 Lamasi)

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	Tidak. Saya tidak belajar Bahasa Inggris secara teratur.
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	Saya minta tolong ke teman untuk menjelasakan materi tersebut kepada saya dan terkadang saya bertanya kepada guru.
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	Iya. Saya berusaha mengetahui kelemahan saya dan apa yang belum saya pahami.
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	Tidak. Yang penting saya belajar dan mengerjakan tugas.
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	Iya. Saya dapat mengatur pembelajaran saya.
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	Saya bertanya kepada guru jika tugasnya rumit.
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang diberikan oleh sekolah dalam belajar Bahasa Inggris?	Iya. Saya menggunakan internet dan juga sering menonton video pembelajaran.
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	Iya. Saya menerapaka strategi belajar.
9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	Iya. Saya melakukan perbaikan. Saya mempelajari kembali materinya dan mencari dimana letak kesalahan saya.
10.	Apakah anda merasa bangga terhadap hasil belajar yang telah	Iya, saya bangga.

	anda peroleh pada pembelajaran Bahasa Inggris?	

HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal : Senin, 18 Oktober 2021

Tempat : SMP Negeri 1 Lamasi

Narasumber : Kinanta Pabia' (Siswa Kelas IX SMP Negeri 1 Lamasi)

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	Iya, saya belajar secara teratur.
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	Saya bertanya kepada guru dan teman.
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	Iya, saya berusaha mengetahui kelemahan saya ketika belajar bahasa Inggris.
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	Iya, saya menetapakan target. Salah satu target saya yaitu saya harus mendapat nilai paling rendah 80 saat ulangan harian.
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	Iya, saya bisa.
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	Saya bertanya kepada guru bagaimana cara mengerjakan tugas tersebut.
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang diberikan oleh sekolah dalam belajar Bahasa Inggris?	Iya. Saya menggunakan internet.
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	Saya hanya belajar dan tidak memiliki strategi tertentu.
9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	Iya. Saya melakukan perbaikan agar nilai saya lebih baik dari sebelumnya.
10.	Apakah anda merasa bangga terhadap hasil belajar yang telah	Iya. Saya merasa bangga dengan hasil belajar saya selama ini.

	anda peroleh pada pembelajaran Bahasa Inggris?	

HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA DALAM MATA PELAJARAN BAHASA INGGRIS PADA MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK JAUH DI SMP NEGERI 1 LAMASI

Hari/Tanggal : Senin, 18 Oktober 2021

Tempat   : SMP Negeri 1 Lamasi

Narasumber   : Sera (Siswa Kelas IX SMP Negeri 1 Lamasi)

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	Iya. Saya rutin belajar Bahasa inggris seminggu dua kali.
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	Saya bertanya kepada guru.
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	Iya. Saya berusaha mengetahui kelemahan saya.
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	Iya. Karena itu yang membuat saya semangat belajar.
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	Iya. Saya dapat mengatur waktu belajar dengan baik.
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	Berusaha bertanya kepada teman dan tetap mengerjakannya.
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang diberikan oleh sekolah dalam belajar Bahasa Inggris?	Iya. Saya menggunakan Google dan Youtube sebagai sumber belajar.
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	Iya. Saya menerapkan strageti belajar. Ketika saya memiliki waktu luang, saya menggunakannya untuk menjawab soal-soal latihan yang terdapat di dalam buku dan terkadang saya juga menghapal kosa kata.
9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	Iya. Saya mempelajari ulang materi yang nilainya rendah.

10.	Apakah anda merasa bangga terhadap hasil belajar yang telah anda peroleh pada pembelajaran Bahasa Inggris?	Iya. Saya merasa bangga.

**HASIL WAWANCARA KEMANDIRIAN BELAJAR SISWA
DALAM MATA PELAJARAN BAHASA INGGRIS PADA
MASA PENGIMPLEMENTASIAN PEMBELAJARAN JARAK
JAUH DI SMP NEGERI 1 LAMASI**

Hari/Tanggal   : Senin, 18 Oktober 2021

Tempat   : SMP Negeri 1 Lamasi

Narasumber   : Meylani (Siswa Kelas IX SMP Negeri 1 Lamasi)

No.	Pertanyaan	Jawaban
1.	Apakah anda belajar Bahasa Inggris secara teratur dalam proses pembelajaran jarak jauh ini?	Iya, saya belajar bahasa inggris secara teratur.
2.	Apa yang anda lakukan jika anda mengalami kesulitan dalam memahami materi yang diberikan pada pembelajaran Bahasa Inggris?	Saya menanyakannya kepada guru dan teman.
3.	Apakah anda berusaha mengetahui kekurangan/kelemahan anda saat mempelajari bahasa Inggris?	Tidak.
4.	Apakah anda menetapkan target dalam mempelajari bahasa Inggris?	Tidak. Bagi saya yang penting adalah belajar dan tidak terlalu memikirkan target.
5.	Apakah anda dapat mengatur serta mengontrol pembelajaran secara mandiri?	Iya. Saya bisa mengontrol pembelajaran saya secara mandiri.
6.	Bagaimana sikap anda jika tugas yang diberikan oleh guru terasa rumit?	Saya berusaha bertanya kepada teman dan berusaha memahami.
7.	Apakah Anda menggunakan sumber referensi lain selain buku yang diberikan oleh sekolah dalam belajar Bahasa Inggris?	Terkadang saya menggunakan google.
8.	Apakah anda menerapakan strategi belajar tertentu agar mendapatkan nilai atau hasil belajar yang baik?	Iya. Saya menerapkan strategi belajar.
9.	Jika anda mendapatkan nilai yang rendah, apakah anda melakukan perbaikan dalam belajar?	Iya. Saya melakukan perbaikan dalam belajar.
10.	Apakah anda merasa bangga terhadap hasil belajar yang telah	Iya, bangga.

| | anda peroleh pada pembelajaran Bahasa Inggris? | |

APPENDIX 17

Documentation

a. Distributing questionnaire to students

b. Interview with Teacher

c. Interview with Students

BIOGRAPHY

Ine Suari, born in Lamasi on July 22, 1999. The researcher is the second of two siblings from a father named Jumadi and a mother named Husnia. Currently, the researcher lives in Wiwitan Timur Village, Lamasi District, Luwu Regency. The researcher's primary education was completed in 2011 at SD Negeri 105 Lamasi. Then, in the same year, she studied at SMP Negeri 1 Lamasi until 2014. The researcher finished her senior high school at SMA Negeri 1 Lamasi in 2017. After graduating from senior high school, the researcher continued her study in the field she was engaged in, namely in the English Education Study Program, Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Palopo.

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