

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses about the conclusions and the suggestions based on the findings and interpretations presented in the previous chapter.

5.1 Conclusions

Based on data analysis and interpretation of the research results, there are two main conclusions that can be drawn. First, the eleventh-grade students at SMA Islam Az-Zahrah Palembang generally had a fairly high level of learning autonomy, with most of them falling into the autonomous and highly autonomous categories. This indicated that they were able to take an active role in managing their English learning independently. Second, out of two aspects of learner autonomy being measured, the aspect of self-initiation became the most dominant aspect influencing the learner autonomy. Students showed the ability to organize learning schedules, select appropriate resources, and evaluate their own progress. However, other aspects such as self-initiation still required strengthening to ensure students could consistently sustain their motivation and efforts. This finding highlights the crucial role of teachers in fostering structured autonomy by guiding students in planning, strategizing, and reflecting on their learning.

5.2 Suggestions

Based on the conclusions of the research, the researcher would like to address some suggestions to the following groups:

1. The students

Students should take more initiative in their learning by setting goals, organizing time, and actively participating in English lessons to build learning autonomy. They are also encouraged to reflect on their learning progress and make adjustments when needed to become more learners' autonomy.

2. The teachers

Teachers are advised to encourage students' autonomy by providing choices, guiding goal setting, and supporting self-reflection to foster learning autonomy. Teachers can also integrate activities that promote planning, monitoring, and evaluating skills to strengthen students' self-regulation.

3. Other researchers

Other researchers are encouraged to explore learner autonomy in different contexts or with more varied participants. They can also use different methods, such as interviews or observations, to gain a deeper understanding of how students develop autonomy in learning English.

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Appendix A. Adopted Questionnaire

No		Questions	1	2	3	4
		<i>Motivation & Attitudes</i>				
1		I have a willingness to learn. (Saya memiliki kemauan untuk belajar)				
2		I have positive attitude towards learning English. (Saya memiliki sikap positif terhadap pembelajaran bahasa Inggris)				
3		I motivate myself to learn without external factor. (Saya memotivasi diri saya sendiri untuk belajar tanpa faktor eksternal)				
		<i>Openness to new things</i>				
4		I am open to new ways of doing familiar things. (Saya terbuka terhadap cara-cara baru untuk melakukan hal-hal yang sudah biasa dilakukan)				
5	Self-initiation	I enjoy new learning experiences. (Saya menikmati pengalaman belajar yang baru)				
6		I enjoy being set a challenge. (Saya senang diberi tantangan)				
		<i>Making efforts to learn</i>				
7		I am able to work cooperatively in pairs or groups. (Saya dapat bekerja secara kooperatif dalam pasangan atau kelompok)				
8		I am able to seek help or support from my peers. (Saya dapat mencari bantuan atau dukungan dari rekan-rekan saya)				
9		I am able to take part in classroom interactions and discussion. (Saya dapat mengambil bagian dalam interaksi dan diskusi di kelas)				
		<i>Perseverance</i>				
10		I am able to stick with tasks even when they are difficult.				

		(Saya mampu bertahan dengan tugas-tugas meskipun itu sulit)				
11		I am able to meet deadlines. (Saya mampu memenuhi tenggat waktu)				
12	Self-regulation	I am able to take responsibility for my learning. (Saya mampu bertanggung jawab atas pembelajaran saya)				
		<i>Identifying needs & learning goals</i>				
13		I am able to set my own learning goals. (Saya dapat menetapkan tujuan pembelajaran saya sendiri)				
14		I am able to identify my own needs (e.g., why I want to learn English) (Saya dapat mengidentifikasi kebutuhan saya sendiri (misalnya, mengapa saya ingin belajar bahasa Inggris))				
15		I am able to identify my own learning problems and means of addressing them. (Saya dapat mengidentifikasi masalah belajar saya sendiri dan cara mengatasinya)				
16		I am able to identify my strengths and weakness and structure my learning accordingly. (Saya dapat mengidentifikasi kekuatan dan kelemahan saya dan menyusun pembelajaran saya dengan tepat)				
17		I am able to evaluate to what extent I have achieved my learning goals. (Saya dapat mengevaluasi sejauh mana saya telah mencapai tujuan pembelajaran saya)				
		<i>Planning & monitoring the learning process</i>				
18		I am able to work with a variety of materials and resources to enhance learning. (Saya dapat bekerja dengan berbagai materi dan sumber daya untuk meningkatkan pembelajaran)				
19		I am able to find information about new topic on my own. (Saya dapat menemukan informasi tentang topik baru secara mandiri)				

20		<p>I am able to identify and develop learning strategies (e.g., learning words by association, repeating words or sentences, or organizing a table of important grammar rules).</p> <p>(Saya dapat mengidentifikasi dan mengembangkan strategi pembelajaran (misalnya, mempelajari kata-kata dengan asosiasi, mengulang kata atau kalimat, atau mengatur tabel aturan tata bahasa yang penting))</p>				
21		<p>I am able to develop the ability to study by myself.</p> <p>(Saya dapat mengembangkan kemampuan untuk belajar sendiri)</p>				
22		<p>I am able to plan where I want to learn (e.g., in/outside the classroom, at home, in the library).</p> <p>(Saya dapat merencanakan di mana saya ingin belajar (misalnya, di dalam/di luar kelas, di rumah, di perpustakaan))</p>				
23		<p>I am able to develop daily/weekly learning plan.</p> <p>(Saya dapat mengembangkan rencana pembelajaran harian/mingguan)</p>				

Appendix B. Questionnaire Items in Google Form

Pertanyaan Jawaban 1/10 Setelan

Bagian 1 dari 3

A Questionnaire of Autonomy in Learning English

B *I* U **CD** **↻**

This questionnaire is designed to explore students' experiences and perspectives regarding autonomy in learning English. Your responses may help identifying the levels and the dimensions of autonomy in learning English you have. All data will be kept confidential and used for research purposes only. If you have any questions, please ask before filling in the questionnaire. Please answer honestly and thoughtfully. Thank you for your time and participation. (Kuesioner ini dirancang untuk mengeksplorasi pengalaman dan perspektif siswa mengenai otonomi dalam belajar bahasa Inggris. Tanggapan Anda dapat membantu mengidentifikasi tingkat dan dimensi otonomi dalam belajar bahasa Inggris yang Anda miliki. Semua data akan dijaga kerahasiaannya dan hanya digunakan untuk tujuan penelitian. Jika Anda memiliki pertanyaan, silakan tanyakan sebelum mengisi kuesioner. Mohon dijawab dengan jujur dan penuh pertimbangan. Terima kasih atas waktu dan partisipasi Anda)

Pertanyaan Jawaban 1/10 Setelan

Directions

Read each statement carefully before answering. Choose the answer that best suits your study habits. The time to fill in the questionnaire was 30 minutes. (Bacaalah setiap pernyataan dengan seksama sebelum menjawab. Pilihlah jawaban yang paling sesuai dengan kebiasaan belajar Anda. Waktu untuk mengisi kuesioner adalah 30 menit)

Choose one of the following scales:

- 4 = Always True (Selalu Benar)
- 3 = Mostly True (Sebagian Besar Benar)
- 2 = Rarely True (Jarang Benar)
- 1 = Never True (Tidak Pernah Benar)

Name *

Teks jawaban singkat

Pertanyaan Jawaban 1/10 Setelan

Class *

Teks jawaban singkat

Gender *

☐ Male

☐ Female

Pertanyaan Jawaban 110 Setelan

Judul bagian (opsional)

Deskripsi (opsional)

1. I have a willingness to learn.
(Saya memiliki kemauan untuk belajar)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 111 Setelan

2. I have positive attitude towards learning English.
(Saya memiliki sikap positif terhadap pembelajaran bahasa Inggris)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 112 Setelan

3. I motivate myself to learn without external factor.
(Saya memotivasi diri saya sendiri untuk belajar tanpa faktor eksternal)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 113 Setelan

4. I am open to new ways of doing familiar things.
(Saya terbuka terhadap cara-cara baru untuk melakukan hal-hal yang sudah biasa dilakukan)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

5. I enjoy new learning experiences.
(Saya menikmati pengalaman belajar yang baru)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 119 Setelan

6. I enjoy being set a challenge.

(Saya senang diberi tantangan)

Never True 1 2 3 4 Always True

Pertanyaan Jawaban 119 Setelan

7. I am able to work cooperatively in pairs or groups.

(Saya dapat bekerja secara kooperatif dalam pasangan atau kelompok)

Never True 1 2 3 4 Always True

8. I am able to seek help or support from my peers.

(Saya dapat mencari bantuan atau dukungan dari rekan-rekan saya)

Never True 1 2 3 4 Always True

Pertanyaan Jawaban 119 Setelan

9. I am able to take part in classroom interactions and discussion.

(Saya dapat mengambil bagian dalam interaksi dan diskusi di kelas)

Never True 1 2 3 4 Always True

Pertanyaan Jawaban 119 Setelan

10. I am able to stick with tasks even when they are difficult.

(Saya mampu bertahan dengan tugas-tugas meskipun itu sulit)

Never True 1 2 3 4 Always True

Pertanyaan Jawaban 118 Setelan

11. I am able to meet deadlines.
(Saya mampu memenuhi tenggat waktu)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 119 Setelan

12. I am able to take responsibility for my learning.
(Saya mampu bertanggung jawab atas pembelajaran saya)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 119 Setelan

13. I am able to set my own learning goals.
(Saya dapat menetapkan tujuan pembelajaran saya sendiri)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 119 Setelan

14. I am able to identify my own needs (e.g., why I want to learn English)
(Saya dapat mengidentifikasi kebutuhan saya sendiri (misalnya, mengapa saya ingin belajar bahasa Inggris))

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

Pertanyaan Jawaban 119 Setelan

15. I am able to identify my own learning problems and means of addressing them.
(Saya dapat mengidentifikasi masalah belajar saya sendiri dan cara mengatasinya)

1 2 3 4

Never True ☐ ☐ ☐ ☐ Always True

16. I am able to identify my strengths and weakness and structure my learning accordingly:
(Saya dapat mengidentifikasi kekuatan dan kelemahan saya dan menyusun pembelajaran saya dengan tepat)

Never True 1 2 3 4 Always True

17. I am able to evaluate to what extent I have achieved my learning goals.
(Saya dapat mengevaluasi sejauh mana saya telah mencapai tujuan pembelajaran saya)

Never True 1 2 3 4 Always True

18. I am able to work with a variety of materials and resources to enhance learning.
(Saya dapat bekerja dengan berbagai materi dan sumber daya untuk meningkatkan pembelajaran)

Never True 1 2 3 4 Always True

19. I am able to find information about new topic on my own.
(Saya dapat menemukan informasi tentang topik baru secara mandiri)

Never True 1 2 3 4 Always True

20. I am able to identify and develop learning strategies (e.g., learning words by association, repeating words or sentences, or organizing a table of important grammar rules).
(Saya dapat mengidentifikasi dan mengembangkan strategi pembelajaran (misalnya, mempelajari kata-kata dengan asosiasi, mengulang kata atau kalimat, atau mengatur tabel aturan tata bahasa yang penting))

Never True 1 2 3 4 Always True

21. I am able to develop the ability to study by myself.

(Saya dapat mengembangkan kemampuan untuk belajar sendiri)

	1	2	3	4	
Never True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always True

22. I am able to plan where I want to learn (e.g., in/outside the classroom, at home, in the library).

(Saya dapat merencanakan di mana saya ingin belajar (misalnya, di dalam/di luar kelas, di rumah, di perpustakaan))

	1	2	3	4	
Never True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always True

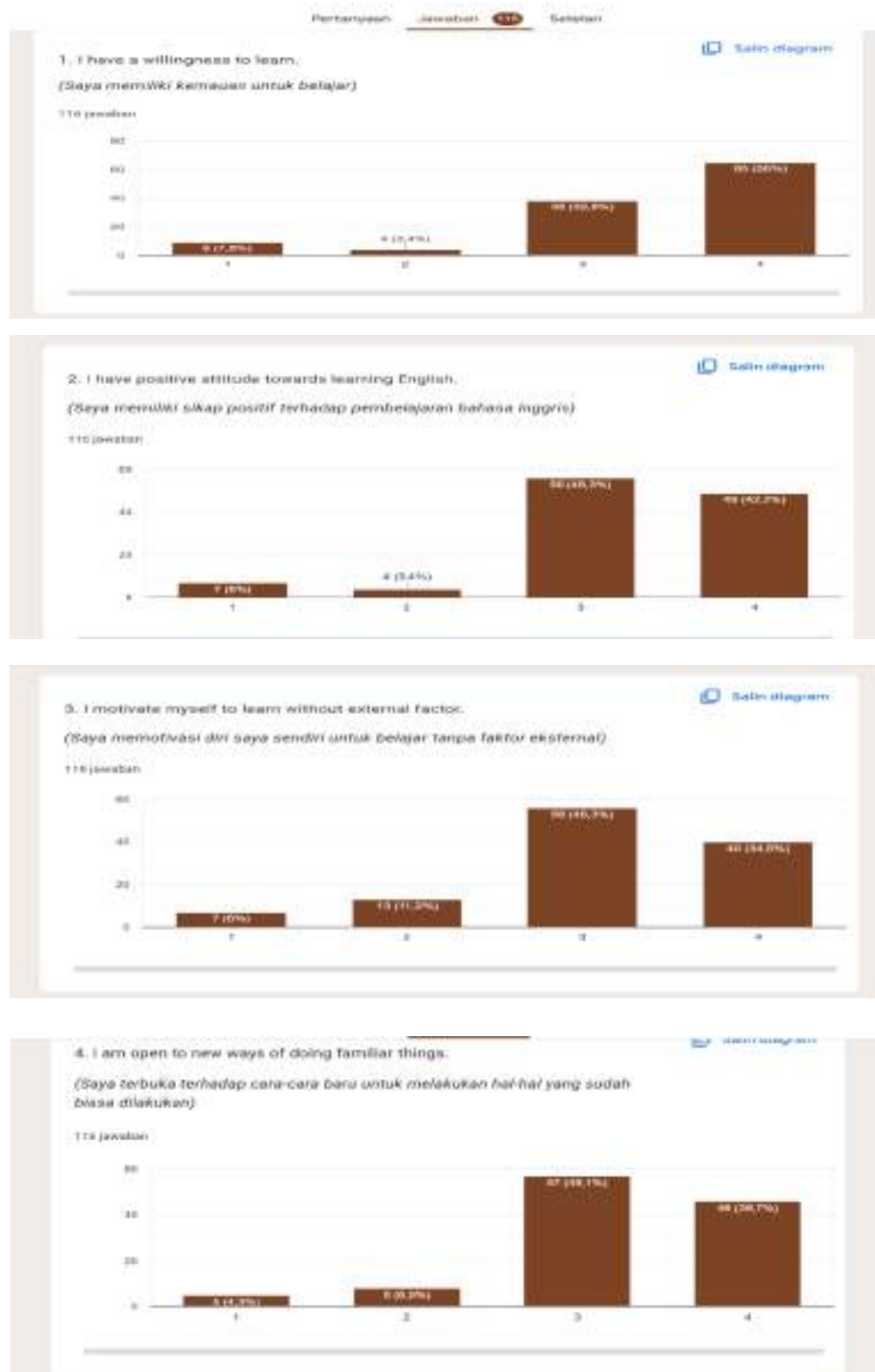
	1	2	3	4	
Never True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always True

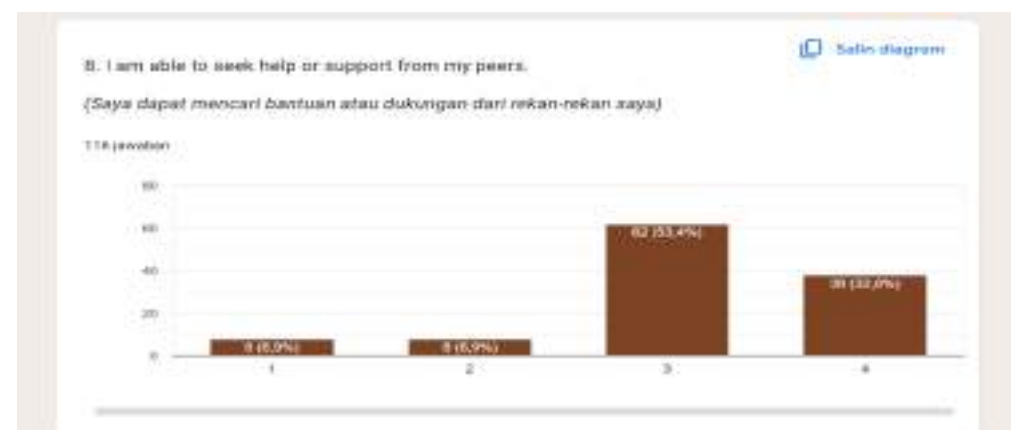
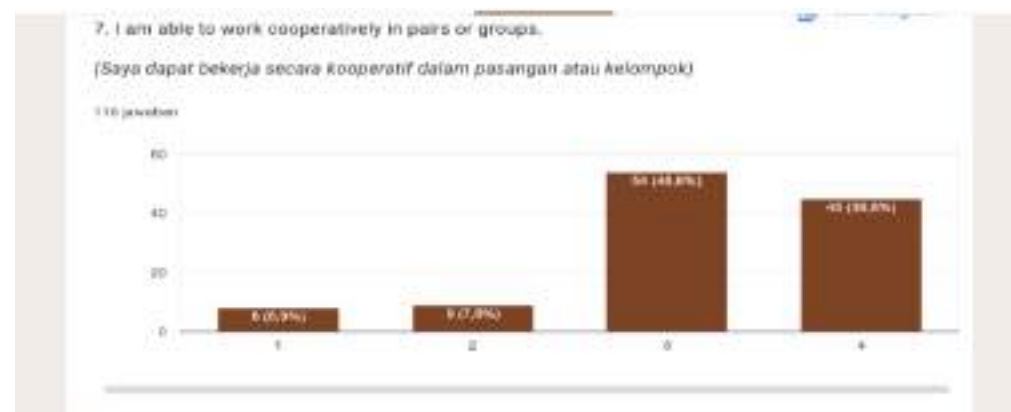
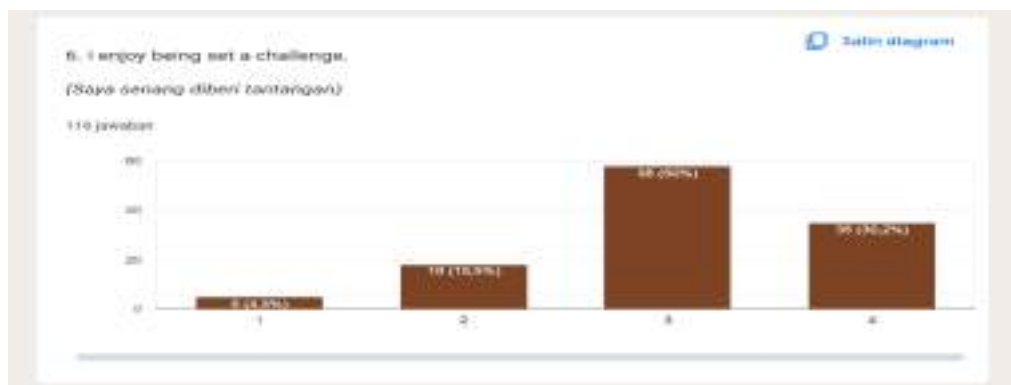
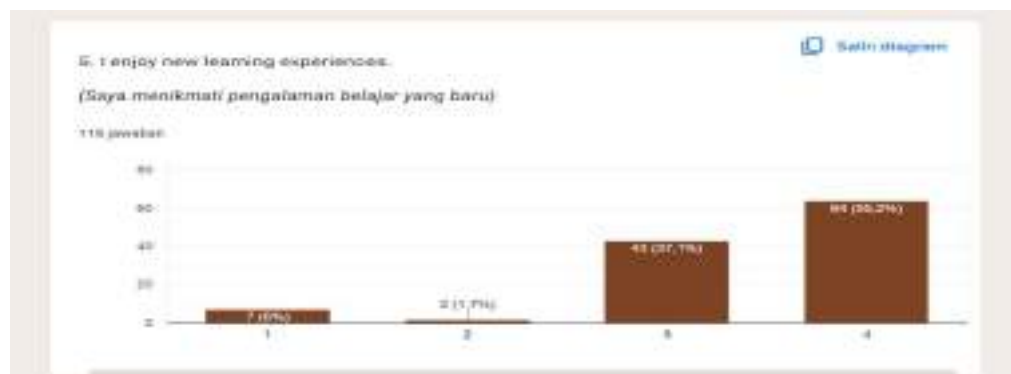
23. I am able to develop daily/weekly learning plan.

(Saya dapat mengembangkan rencana pembelajaran harian/mingguan)

	1	2	3	4	
Never True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always True

Appendix C. The Percentage Result of Student's Autonomy in Google Form

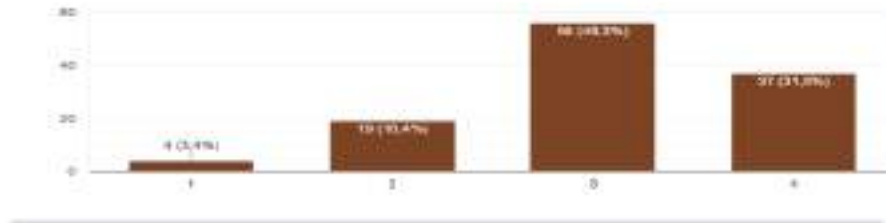




9. I am able to take part in classroom interactions and discussion.
(Saya dapat mengambil bagian dalam interaksi dan diskusi di kelas)

[Salin diagram](#)

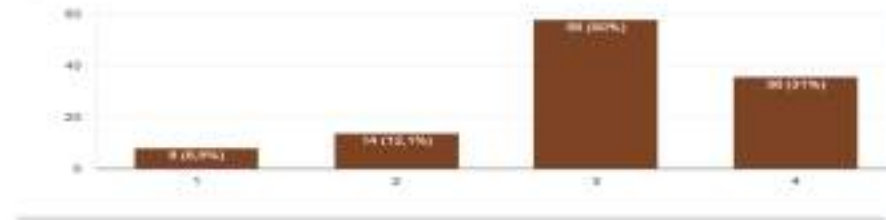
115 jawaban



10. I am able to stick with tasks even when they are difficult.
(Saya mampu bertahan dengan tugas-tugas meskipun itu sulit)

[Salin diagram](#)

115 jawaban

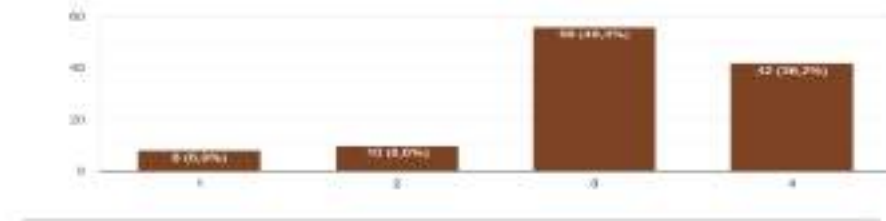


11. I am able to meet deadlines.

[Salin diagram](#)

(Saya mampu memenuhi tenggat waktu)

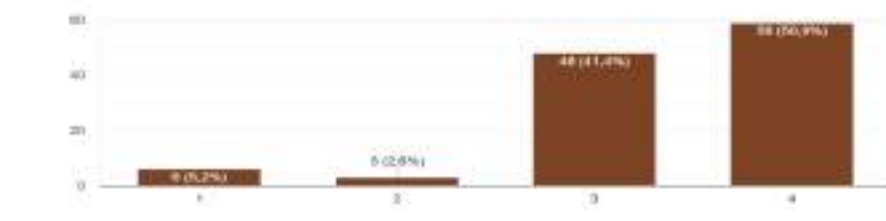
115 jawaban

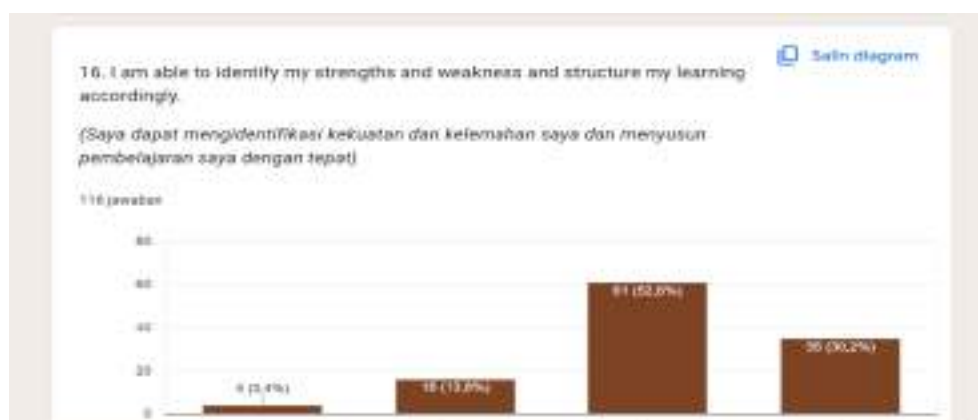
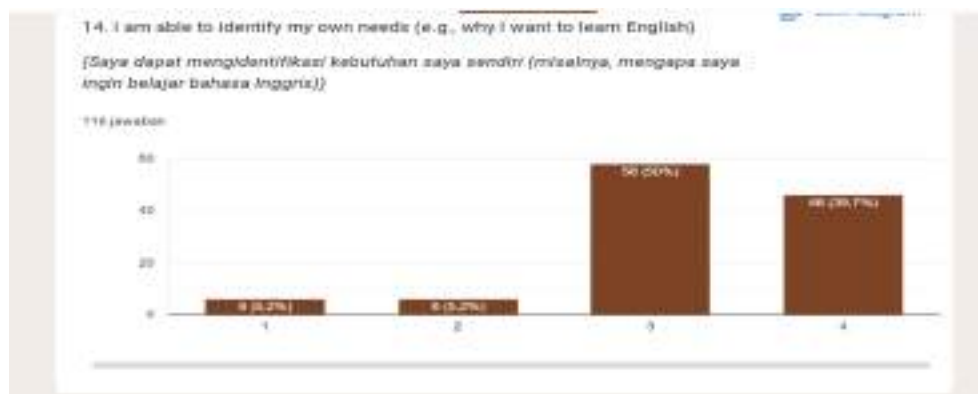
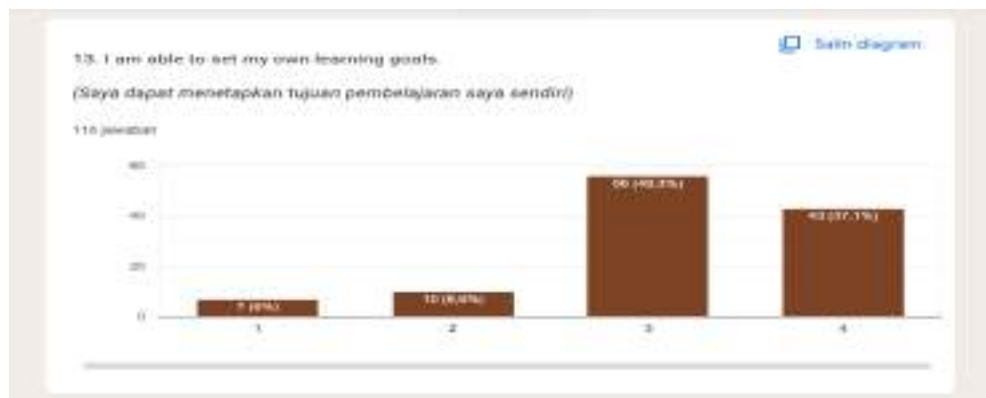


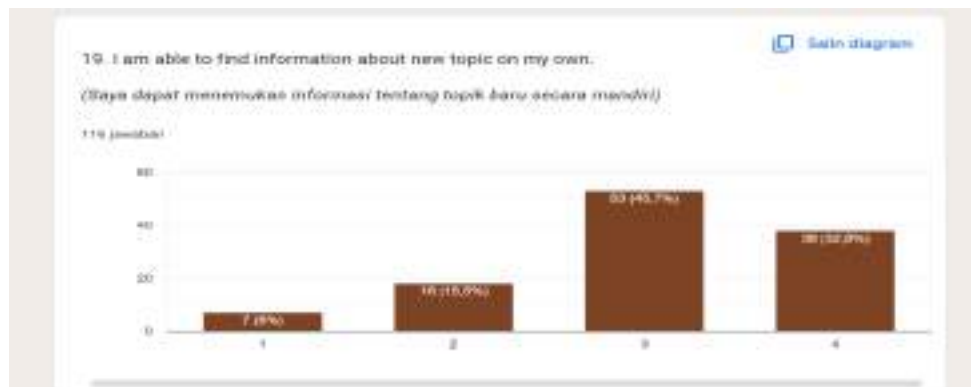
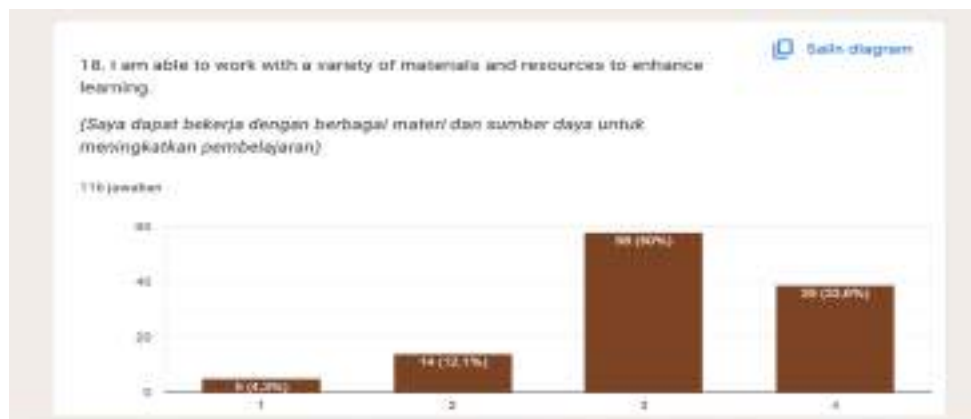
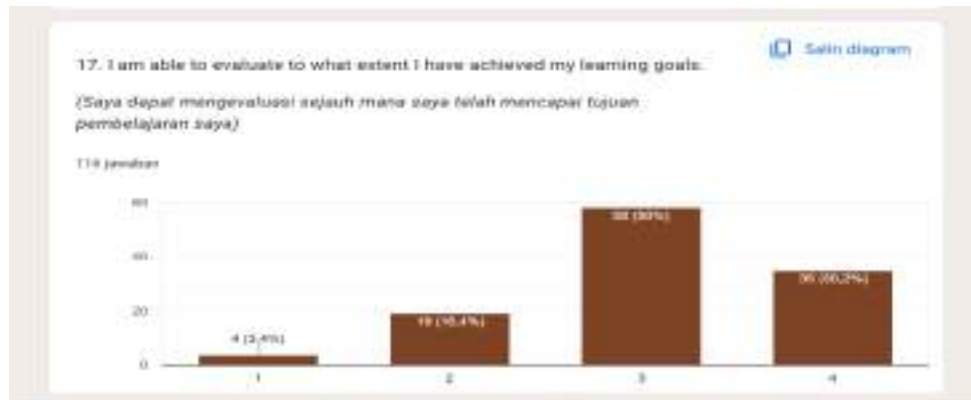
12. I am able to take responsibility for my learning.
(Saya mampu bertanggung jawab atas pembelajaran saya)

[Salin diagram](#)

115 jawaban





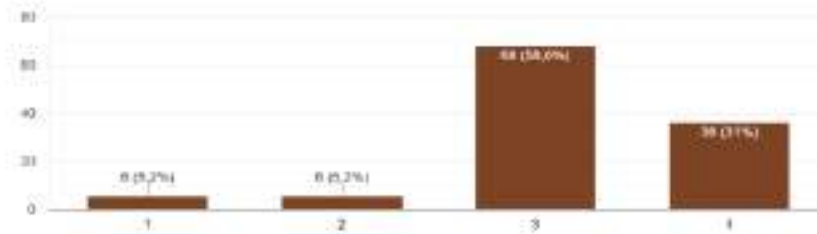


21. I am able to develop the ability to study by myself.

 [Salin diagram](#)

(Saya dapat mengembangkan kemampuan untuk belajar sendiri)

118 jawaban

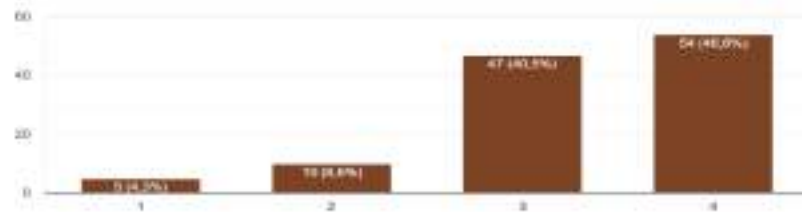


22. I am able to plan where I want to learn (e.g., in/outside the classroom, at home, in the library).

 [Salin diagram](#)

(Saya dapat merencanakan di mana saya ingin belajar (misalnya, di dalam/di luar kelas, di rumah, di perpustakaan))

118 jawaban

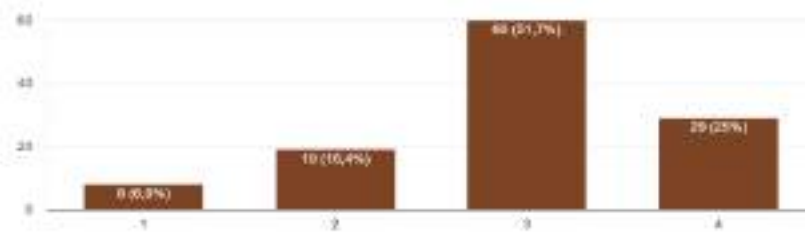


23. I am able to develop daily/weekly learning plan.

 [Salin diagram](#)

(Saya dapat mengembangkan rencana pembelajaran harian/mingguan)

118 jawaban



Appendix D. The Analysis Results of Learner Autonomy Level

Name	Class	Gender	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15
KPP	11.1	FM	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
RFZ	11.1	FM	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
AA	XI.1	FM	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
MA	XI.1	M	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4
MRI	11.1	M	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4
MGD	XI.1	M	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4
AM	XI.1	FM	3	4	4	4	3	4	4	4	3	4	3	3	3	4	3
MHC	XI.1	M	4	3	4	3	3	3	4	3	4	4	4	4	3	4	4
NPS	XI.1	FM	3	4	4	4	4	2	3	3	3	3	3	3	3	4	3
ASA	11.1	FM	4	3	4	4	4	4	4	4	3	3	4	4	4	3	3
ZAA	XI.1	FM	3	3	3	3	4	2	3	3	2	3	3	3	3	3	2
DRA	XI.1	FM	4	2	3	4	3	4	3	3	2	2	3	3	3	3	3
RPSSP	11.1	FM	4	4	4	3	4	3	4	4	3	3	3	4	3	4	4
KMRR	XI.1	M	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3
DRS	XI.1	M	2	2	2	2	2	2	3	1	2	2	3	3	3	2	3
IA	XI.1	FM	4	3	4	4	3	4	4	4	4	3	3	3	4	4	4
GAN	XI.1	FM	4	4	4	4	4	3	3	4	4	4	4	4	4	4	3
RF	XI.1	FM	4	4	3	3	3	3	4	4	4	4	4	3	3	3	3
KNH	XI.1	FM	4	4	4	4	4	3	4	3	4	3	4	4	4	4	3
MAA	XI.1	M	3	3	2	2	3	1	2	4	2	2	4	4	3	3	2
RT	XI.1	M	2	4	3	4	3	3	2	2	2	3	3	3	3	3	4
BK	XI.1	FM	4	3	3	3	4	3	4	3	4	4	3	4	4	3	3
FYM	XI.1	FM	1	1	1	3	1	2	1	1	3	1	1	1	1	1	1
LSP	11.1	FM	4	4	4	3	3	2	4	3	4	4	4	4	4	3	2
AJA	11.1	FM	4	3	3	3	4	3	3	3	3	4	3	4	4	4	3
NAN	XI.1	FM	4	3	3	3	4	3	2	3	3	3	4	4	4	4	3
RA	XI.1	FM	4	3	4	3	3	3	3	3	4	2	3	4	3	2	3
HYP	11.1	FM	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
AQNI	11	FM	4	4	4	2	2	2	4	4	3	3	3	4	4	4	3
ZN	XI.1	FM	3	3	3	3	3	2	3	3	3	2	2	2	2	2	2
SB	XI.1	FM	3	3	4	3	3	3	3	4	4	4	3	4	3	3	3
NAL	XI.1	FM	4	3	3	3	4	3	3	3	2	3	3	4	4	4	4
ML	XI.1	M	3	3	3	4	3	3	2	3	2	3	3	3	3	3	3
MFR	11.2	M	1	1	1	1	1	3	2	2	2	3	2	2	2	3	2
MAGH	11.2	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
MMPP	11.2	M	1	1	1	1	1	1	1	1	3	1	1	1	1	2	1
MDT	XI.2	M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
QIR	XI.2	FM	4	4	1	4	1	1	1	4	4	4	4	4	4	1	4
MZD	XI.2	M	3	3	2	2	4	4	3	3	3	3	3	3	2	3	3
SH	11.2	FM	4	4	4	4	4	4	4	3	3	3	3	3	3	4	3
MH	11.2	FM	4	3	4	4	4	2	3	3	4	3	3	3	4	3	3
MFA	11.2	M	4	4	4	4	4	4	1	4	4	4	4	4	4	3	4
DA	XI.2	FM	4	4	3	3	4	4	4	4	3	3	3	4	4	4	4
AJH	11.2	M	3	3	3	3	3	3	4	4	4	4	3	4	4	3	3
FF	11.2	M	4	3	3	3	4	4	4	4	4	4	4	4	4	4	3
MZA	11.3	M	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3

NF	11.4	FM	4	3	3	4	4	4	4	3	3	2	3	3	3	4	4	4
MOF	11.4	M	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4
KA	11.4	FM	3	4	3	3	4	3	3	4	4	2	2	4	4	3	4	2
KD	11.4	M	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4
CDNH	XI.4	FM	4	4	4	3	4	3	3	3	3	3	3	3	3	3	4	3
MRSN	11.4	M	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	4
HDK	XI.4	FM	4	3	3	3	4	3	2	1	2	3	3	3	3	2	4	3
DRD	11.4	FM	4	4	4	3	3	3	1	3	3	3	3	3	4	3	3	4
NRP	11.4	FM	4	3	3	2	4	3	3	4	3	2	2	2	3	2	3	3
BKNA	11.4	FM	4	4	4	4	4	2	3	3	3	4	3	4	4	4	3	4
AF	11.4	FM	4	3	4	4	4	4	4	4	4	1	1	1	4	4	4	4
FAKT	11.4	M	3	3	3	3	3	2	3	3	3	3	3	3	3	3	4	3
SGH	11.4	FM	4	3	2	3	3	2	4	3	2	3	4	4	3	3	3	2
MFRPD	11.2	M	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
FRT	XI.1	FM	4	3	3	3	4	4	3	3	4	4	3	4	4	4	3	3

Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Total Score	Mean Score	Level
3	3	3	3	3	3	3	3	68	2.96	Autonomous
3	3	3	3	3	3	3	3	69	3.00	Autonomous
3	3	3	3	3	3	3	3	69	3.00	Autonomous
4	4	4	4	4	4	4	4	88	3.83	Highly Autonomous
4	4	4	4	4	4	3	3	86	3.74	Highly Autonomous
4	4	4	4	4	4	4	4	92	4.00	Highly Autonomous
3	2	4	2	2	3	4	2	75	3.28	Highly Autonomous
4	4	3	4	3	4	3	4	83	3.61	Highly Autonomous
3	3	3	3	3	3	3	3	72	3.13	Autonomous
3	3	3	4	4	4	4	3	82	3.57	Highly Autonomous
2	2	2	3	2	2	4	3	64	2.78	Autonomous
2	4	2	4	4	4	4	2	70	3.04	Autonomous
4	3	3	4	4	4	3	3	82	3.57	Highly Autonomous
3	3	3	3	3	3	4	3	70	3.04	Autonomous
2	2	2	2	2	3	3	3	53	2.30	Barely Autonomous
3	4	3	4	3	3	4	4	83	3.61	Highly Autonomous
3	3	4	3	4	4	2	3	82	3.57	Highly Autonomous
3	3	4	3	3	3	4	3	79	3.43	Highly Autonomous
3	3	4	3	4	3	3	4	83	3.61	Highly Autonomous
4	2	3	4	3	3	4	3	66	2.87	Autonomous
3	3	2	3	3	3	4	3	68	2.96	Autonomous
3	4	3	4	3	4	3	3	79	3.43	Highly Autonomous
1	1	1	1	1	1	1	1	28	1.22	Dependent
2	3	2	2	3	4	4	3	75	3.28	Highly Autonomous
3	4	4	3	3	3	2	3	75	3.28	Highly Autonomous
3	4	4	3	3	4	4	4	79	3.43	Highly Autonomous
3	2	3	3	3	3	3	4	71	3.09	Autonomous
2	2	2	2	2	3	3	2	59	2.57	Autonomous
2	2	2	2	4	3	4	2	72	3.13	Autonomous
2	2	2	2	2	2	2	2	65	2.39	Barely Autonomous
3	3	3	3	3	3	3	3	73	3.17	Autonomous
3	3	3	2	3	3	4	3	74	3.22	Autonomous
3	3	4	3	3	3	4	3	70	3.04	Autonomous
1	1	1	1	1	1	1	1	23	1.00	Barely Autonomous
2	3	1	1	2	2	3	3	37	1.61	Dependent
4	4	4	4	4	4	4	4	91	3.96	Highly Autonomous
4	4	4	1	1	1	4	1	65	2.83	Autonomous
3	3	4	4	2	3	3	3	70	3.04	Autonomous
4	4	2	3	3	3	3	3	74	3.22	Highly Autonomous
3	4	3	3	3	1	4	3	75	3.28	Highly Autonomous
3	3	3	4	3	3	3	4	75	3.28	Highly Autonomous
3	3	3	3	3	3	3	3	80	3.48	Highly Autonomous
3	4	4	3	3	4	3	3	77	3.35	Highly Autonomous
3	4	4	4	3	4	4	3	84	3.65	Highly Autonomous
3	3	3	3	3	3	3	3	68	2.96	Autonomous

2	2	3	4	3	3	4	1	73	3.17	Autonomous
4	4	4	3	4	4	3	3	85	3.70	Highly Autonomous
2	3	3	4	4	3	3	2	73	3.17	Autonomous
4	4	4	4	4	4	4	4	90	3.91	Highly Autonomous
3	3	3	3	3	3	3	3	74	3.22	Autonomous
4	3	3	4	3	3	3	3	74	3.22	Autonomous
2	3	3	2	2	3	3	1	62	2.70	Autonomous
4	4	3	3	3	4	3	2	74	3.22	Autonomous
3	2	2	4	4	3	4	2	68	2.96	Autonomous
3	4	4	3	3	3	2	3	79	3.43	Highly Autonomous
4	4	4	4	1	4	4	4	82	3.57	Highly Autonomous
3	3	3	3	3	3	2	2	67	2.91	Autonomous
2	2	3	4	3	3	3	3	67	2.91	Autonomous
1	1	1	1	1	1	1	1	23	1.00	Dependent
3	3	3	4	3	3	4	3	78	3.39	Highly Autonomous
								72.82	Mean score	

Id	Self-Initiation												Grand Total	Item 13
	Making Effort to Learn						Perseverance							
Motivation & Attitude			Total	Total			Total			Total				
Name	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12		
KFP	2	3	3	3	3	3	3	3	3	3	3	3		
RFZ	3	3	3	3	3	3	3	3	3	3	3	3		
AA	3	3	3	3	3	3	3	3	3	3	3	3		
MA	4	4	4	4	4	3	4	4	3	3	3	4		
MRI	4	4	4	4	4	3	4	4	3	3	4	4		
MGD	4	4	4	4	4	3	4	4	4	4	4	4		
AMI	3	4	4	4	4	4	4	4	4	4	3	3		
MHK	3	3	4	3	3	2	3	4	4	4	4	4		
NPS	3	4	4	3	4	2	3	3	3	3	3	3		
ASA	4	3	4	4	4	4	3	3	3	3	4	4		
ZAA	3	3	3	4	4	2	3	3	2	2	3	3		
DRA	4	2	3	4	3	4	3	3	8	2	2	3		
RPSBP	4	4	4	4	4	3	4	4	11	3	3	4		
KMIR	3	4	3	3	3	3	3	3	3	3	3	3		
DRS	2	2	2	2	2	2	1	1	2	2	3	3		
IA	4	3	4	4	3	4	4	4	12	3	3	3		
GAN	4	4	4	4	4	3	4	3	4	4	4	4		
RF	4	4	3	3	4	3	4	4	11	4	4	3		
KNH	4	4	4	4	4	3	4	4	12	4	4	3		
MAA	3	3	2	4	3	1	4	3	8	2	4	4		
RT	2	4	3	4	3	3	2	2	6	3	3	3		
BK	4	3	3	3	4	3	3	3	11	4	3	4		
FYMI	1	1	1	3	1	2	1	1	5	1	1	1		
LSP	4	4	4	3	3	2	3	3	11	4	4	4		
AJA	4	3	3	3	3	3	3	3	9	4	3	4		
NAN	4	3	3	4	4	3	2	3	8	3	4	4		
RA	4	3	4	3	3	3	3	3	10	2	3	4		
HYP	3	3	9	3	3	3	3	3	9	2	3	3		
AKNI	4	4	3	2	4	2	4	4	11	3	3	4		
ZN	3	3	3	3	3	2	3	3	9	2	2	2		
SB	3	3	4	3	3	3	3	4	11	4	3	4		
NAI	4	3	3	3	3	3	3	3	8	3	3	4		
ML	3	3	9	4	3	3	2	3	7	3	3	3		
MFR	1	1	3	1	2	3	2	2	6	3	2	2		
MAGH	1	1	1	1	1	1	1	1	3	1	1	1		
MMFP	1	1	3	1	1	1	1	1	5	1	1	3		
MDT	4	4	4	4	4	4	3	4	11	4	4	4		
OR	4	4	9	4	4	1	4	4	9	4	4	4		
MZD	3	3	2	3	4	1	3	3	9	3	3	3		
SH	4	4	4	4	4	4	3	3	9	2	2	3		
MH	4	3	3	4	4	2	3	3	10	3	3	3		
MFA	4	4	4	3	4	4	4	4	9	1	4	4		
DA	4	4	3	4	4	4	4	4	11	3	3	4		
ALH	3	3	3	3	3	3	4	4	12	3	3	4		
FE	4	3	3	3	4	4	4	4	12	3	4	4		
MZA	3	2	3	3	3	3	3	3	9	3	3	3		
CAA	3	4	3	4	4	3	2	4	10	3	1	1		
NA	4	4	3	4	4	2	4	4	9	3	4	4		
MA	4	4	4	1	4	2	1	4	11	2	4	4		
KE	4	4	3	3	4	4	3	3	10	3	4	4		
SKW	3	3	2	3	3	2	3	3	8	3	3	3		
HA	4	3	3	3	4	4	3	3	9	3	3	3		

NNU	4	3	2	9	3	3	3	3	9	3	2	3	8	3	2	3	8	34	2
NDS	4	3	2	10	3	3	3	3	11	3	2	3	8	2	3	3	8	35	2
FAR	4	3	3	10	3	3	3	3	8	4	4	4	10	4	4	4	12	43	3
I2	3	3	3	9	2	3	3	3	4	3	3	3	11	4	4	4	12	43	3
MIGNA	3	4	4	11	3	3	3	3	9	3	3	2	9	3	4	3	10	39	2
MU	3	3	3	9	3	3	4	4	4	3	3	3	10	3	3	3	10	39	4
MMDP	3	3	3	9	4	3	3	3	11	3	3	3	9	3	4	4	11	40	3
MIDA	3	3	3	10	4	3	4	4	4	3	4	3	11	4	3	3	42	42	3
MSD	3	4	3	9	3	3	3	3	3	3	4	3	10	3	3	4	10	39	3
MSAD	2	3	2	7	3	3	3	3	9	3	3	3	9	3	3	3	9	34	3
SA	3	3	3	9	4	4	4	4	12	4	4	4	11	3	3	4	10	42	4
MRNS	3	3	2	9	4	4	3	3	11	2	3	3	8	3	2	4	9	37	4
MDP	4	4	2	10	4	4	3	3	11	4	4	4	12	4	3	4	11	44	3
SAU	4	3	4	11	4	4	3	3	11	3	4	4	11	4	3	3	11	44	3
IPAL	4	4	3	11	4	4	3	3	11	3	4	2	9	3	3	4	10	41	4
MRTTR	4	4	4	12	4	4	4	4	12	4	4	4	12	4	4	4	12	48	4
KAA	3	4	4	11	3	4	3	3	10	3	4	3	10	3	4	4	11	42	3
AT	4	4	3	11	3	4	3	3	10	4	4	3	10	4	4	4	12	42	4
MHR	3	3	3	9	3	4	4	4	11	3	3	3	10	3	3	3	9	39	3
FSS	4	4	4	11	4	4	2	2	11	4	4	4	12	4	4	4	12	46	4
AAS	4	2	2	8	3	3	3	3	8	3	3	1	7	4	4	4	12	35	3
MRSM	3	3	3	8	4	3	3	3	10	3	3	3	9	3	3	2	8	36	3
ZAL	3	3	2	8	3	3	3	3	9	3	3	3	9	3	3	3	9	36	3
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MIR	4	4	4	12	4	4	4	4	12	4	4	4	12	4	4	4	12	48	4
KHT	4	4	3	11	3	3	3	3	9	3	3	3	9	3	3	3	10	39	4
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MNA	3	3	3	10	4	3	4	4	11	3	3	4	10	3	4	4	11	42	3
MFA	4	3	3	10	3	3	2	2	8	3	3	3	9	3	3	3	9	36	3
NA	4	4	4	12	4	4	4	4	11	4	4	4	12	4	4	4	12	46	4
JNF	4	4	4	12	4	4	4	4	12	4	4	4	12	4	4	4	12	48	4
CSW	4	3	3	10	4	3	3	3	10	3	3	2	9	3	4	4	11	40	4
KS	4	4	3	11	4	4	4	4	12	4	4	4	12	4	4	4	12	47	4
MH	4	4	4	12	4	4	4	4	12	4	4	3	10	4	3	4	11	45	4
MIRI	4	3	4	11	3	4	4	4	11	3	3	3	9	4	4	3	11	42	3
NPS	4	3	3	10	3	4	4	4	11	4	4	3	11	4	3	3	10	42	3
SLA	3	3	4	10	3	4	4	4	12	3	3	3	9	4	4	4	12	43	4
MAA	3	3	3	9	3	3	4	4	10	3	3	3	9	3	3	3	9	37	3
NTR	1	4	4	9	4	4	3	3	11	4	4	3	10	3	4	3	10	40	3
LFC	4	4	4	12	4	4	4	4	12	4	4	4	12	4	4	4	12	48	4
FAS	3	3	3	9	3	3	4	4	10	3	3	3	9	3	3	3	9	37	3
APFW	1	4	8	2	2	4	4	4	10	4	2	2	9	3	3	4	10	37	2
NSN	1	4	1	3	2	1	2	5	6	2	2	2	6	1	1	1	3	17	1
TGP	3	3	4	10	3	4	4	3	10	3	3	3	8	3	3	3	9	37	3
MIRI	4	4	4	12	3	4	4	4	11	4	4	4	11	4	4	4	12	46	4
MAT	3	4	3	10	3	3	3	3	9	3	3	3	9	4	3	4	11	39	4
MKS	4	3	2	9	3	3	3	3	9	3	3	3	8	3	3	3	9	35	2
RT	3	3	3	9	3	4	2	9	9	2	4	2	7	4	4	4	12	37	3
KHF	4	4	4	12	4	4	4	4	11	4	3	4	11	2	3	3	8	42	3
NF	4	3	3	10	4	4	3	3	11	4	3	3	10	2	3	3	8	39	4
MDP	4	3	4	11	4	4	4	3	11	4	4	4	11	4	3	4	11	44	4
KA	3	4	3	10	3	4	3	3	10	4	4	4	12	2	2	4	8	40	3
KD	4	4	4	12	4	4	3	3	11	4	4	4	12	3	4	4	11	46	4
CDNH	4	4	4	12	3	4	3	3	10	3	3	3	9	3	3	3	9	40	3
MRSM	3	3	3	9	4	3	3	3	10	3	3	3	9	3	3	3	9	37	3

HDK	4	3	3	10	3	4	3	10	2	1	2	5	3	3	3	9	34	2
DFD	4	4	4	12	3	3	3	9	1	3	3	7	3	3	4	10	38	3
NRP	4	3	3	10	2	4	3	9	3	4	3	10	2	2	3	7	38	2
BKMA	4	4	4	12	4	4	2	10	3	3	3	9	4	4	4	12	43	4
AF	4	3	4	11	4	4	4	12	4	4	4	12	1	1	4	8	41	4
FAKT	3	3	3	9	3	3	2	8	3	3	3	9	3	3	3	9	36	3
SGH	4	3	2	9	3	3	2	8	4	3	2	9	3	4	3	10	36	3
MFRPD	1	1	1	3	1	1	1	3	1	1	1	3	1	1	1	3	12	1
FRT	4	3	3	10	3	4	4	11	3	3	4	10	4	3	4	11	42	4
	391	379	381	1131	378	398	365	1127	388	382	358	1088	364	384	382	1110	4488	387
	3,37	3,27	3,27	9,75	3,11	3,11	3,24	9,72	3,24	3,41	3,41	9,38	3,08	3,08	3,17	9,57	38,41	3,18

[illegible]

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3	4	3	4	18	4	3	3	3	2	3	18	36	4,50
4	4	4	4	20	4	4	1	4	4	4	21	41	5,08
4	3	3	3	18	3	3	3	3	2	2	18	32	4,00
3	2	2	2	12	3	4	3	3	3	3	19	31	3,88
1	1	1	1	5	1	1	1	1	1	1	6	11	1,33
3	3	3	3	18	3	4	3	3	4	3	20	36	4,33
378	380	359	366	1818	383	354	343	386	382	342	2150	3968	
3,24	3,10	3,24	3,10	15,87	3,13	3,10	3,09	3,07	3,09	3,07	18,53	34,21	4,2

Appendix F. Surat permohonan izin penelitian dari universitas ke Dinas Pendidikan



Nomor : 113/Unestri.A4/FKIP/Ak/2025
Hal : Izin Melaksanakan Penelitian

10 April 2025

Kepada : Yth. Ka. Dinas Pendidikan
Provinsi Sumsel
di
Tempat

Dengan hormat,
Dalam rangka memenuhi salah satu persyaratan penulisan Skripsi pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti, mahasiswa diwajibkan untuk melakukan penelitian/riset.

Sehubungan dengan itu mengharapkan kiranya Bapak/Ibu dapat memberikan izin melaksanakan Penelitian guna penyusunan skripsi kepada mahasiswa kami :

Nama : NUR YULIANI PUTRI
NIM : 2104410012
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Secondary School Student's Autonomy in Learning English at SMA Islam Az-Zahrah Palembang

untuk melaksanakan Penelitian di SMA Islam Az-Zahrah Palembang dari tanggal 14 April 2025 sampai dengan 14 Juni 2025.

Demikian atas perhatian dan kerjasama serta perkenan dari Bapak/Ibu kami ucapkan terima kasih.



Nyayu Lulu Nadya, S.Pd. M.Pd.

Appendix G. Surat keterangan izin melaksanakan penelitian dari Badan
Kesatuan Bangsa dan Politik ke SMA Islam Az-Zahrah Palembang

	
PEMERINTAH PROVINSI SUMATERA SELATAN BADAN KESATUAN BANGSA DAN POLITIK <small>Jl. Kapten F. Tendean No. 1059 Telp/Fax: (0711) 364715 Palembang 31129</small>	
<u>SURAT KETERANGAN PENELITIAN</u> <small>Nomor: 070/143 /Ban. KBP/2025</small>	
Dasar :	1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian. 2. Peraturan Gubernur Sumatera Selatan Nomor 56 Tahun 2014 Tentang Pedoman Penerbitan Surat Keterangan Penelitian. 3. Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti. Nomor : 114/Unsis.A4/FKIP/Ak/2025 Tanggal : 10 April 2025 Hal : Permohonan izin Penelitian
Nama /NIM :	NUR YULIANI PUTRI / 2104410012
Pekerjaan :	Mahasiswa
Alamat :	Jalan KHA. Azhari No. 585 Kecamatan Seberang Ulu I Kelurahan 5 Ulu, Kota Palembang.
Lokasi Penelitian :	Dinas Pendidikan Provinsi Sumatera Selatan (SMA Islam Az-Zahrah Palembang)
Jangka Waktu :	3 Bulan
Penanggungjawab :	Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti.
Tujuan :	Mengadakan Penelitian dalam Rangka Penyusunan Skripsi.
Judul Penelitian :	<i>Secondary School Student's Autonomy in Learning English at SMA Islam Az-Zahrah Palembang.</i>
Catatan :	1. Surat Keterangan Penelitian ini diterbitkan untuk kepentingan penelitian 2. Tidak dibenarkan melakukan penelitian/survei yang tidak sesuai/tidak ada kaitannya dengan judul kegiatan penelitian/survei diatas 3. Melaporkan hasil penelitian/survei kepada Gubernur Sumatera Selatan cq. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Sumatera Selatan. 4. Surat Keterangan Penelitian ini dapat dicabut kembali apabila pemegang tidak menaati ketentuan tersebut diatas.
Dikeluarkan di : Palembang Pada tanggal : 14 April 2025	
KEPALA BADAN KESATUAN BANGSA DAN POLITIK PROVINSI SUMATERA SELATAN,	
 	
DR. H. M. ALPAJRI ZABIDI, S.Pd., M.M., M.Pd.I PEMBINA UTAMA MADYA / IV.d NIP. 196911061993031002	
Tembusan :	
1. Gubernur Sumatera Selatan di Palembang (sebagai laporan)	
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti	

**Appendix H. Surat keterangan izin penelitian dari Dinas Pendidikan Provinsi
Sumsel ke SMA Islam Az-Zahrah Palembang**

**PEMERINTAH PROVINSI SUMATERA SELATAN**
DINAS PENDIDIKAN
Jalan Kapten A. Rival Nomor 47 Palembang, Sumatera Selatan
Telp: 0711-357897 Fax: 0711-357893 Kode Pos 30129
Email: dpendidikan@pals.go.id Website: www.dpendidikanprov.go.id

Palembang, 16 April 2025

Nomor : 420/0.555/SMA.1/Dedk.SS/2025
Lamp : -
Pihal : Izin Penelitian
 a.n. Nur Yuliani Putri

Kepada Yth.
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Tridinanti Palembang
di Palembang.

Menindaklanjuti Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Tridinanti Palembang Nomor : 113/Unanti.A4/FKIP/Ak/2025 tanggal 10 April 2025 perihal Izin Penelitian Sehubungan dengan hal tersebut, kami memberikan izin kepada :

Nama : Nur Yuliani Putri
NIM : 2104410012
Program Studi : Pendidikan Bahasa Inggris
Judul : "Secondary School Student's Autonomy in Learning English at SMA Islam Az-Zahrah Palembang."

untuk melakukan Penelitian di SMA Islam Az-Zahrah Palembang pada tanggal 14 April - 14 Juni 2025 dan untuk selanjutnya dapat langsung berkoordinasi SMA Islam Az-Zahrah Palembang.

Demikian atas perhatian Saudara, diucapkan terima kasih.

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN
KEPALA BIDANG SMA,

Drs. PONDYEN, M.Pd
(Setor 01.1.001b)
NIP. 19642261994032001

Tembusan Yth:
1. Kepala SMA Islam Az-Zahrah Palembang.
2. Yang bersangkutan

Nyayu Lili M...

Appendix I. Surat Keterangan Telah Melakukan Penelitian



YAYASAN AZ-ZAHRA
HIMPUNAN WARGA SRIWIJAYA JAKARTA
BADAN PELAKSANA KEGIATAN PALEMBANG
SMA ISLAM AZ-ZAHRAH
NPSN : 10609645 NSS : 304116004016
TERAKREDITASI A

Jalan Telaga Kompleks Masjid Taqwa Kelurahan 30 Ilir, Kecamatan Ilir Barat II, Palembang 30144
Telepon: 0711-355067, Laman: <https://azzahrasriwijaya.sch.id>, Pos-el: smaiazpig@yahoo.com

SURAT KETERANGAN
Nomor : 465/SMA.IAZ/YAZ/TU/V/2025

Yang bertanda tangan di bawah ini:

nama	: Satripto, S.Ag.
NITV	: 19699611014
jabatan	: Kepala Sekolah
unit kerja	: SMA Islam Az-Zahrah Palembang

Dengan ini menerangkan bahwa:

nama	: Nur Yuliani Putri
NIM	: 2104410012
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1 Universitas Tridimanti Palembang


Memang benar nama tersebut di atas telah melakukan Penelitian/Riset dengan judul " Secondary School Student's Autonomy in Learning English at SMA Islam Az-Zahrah Palembang " untuk memenuhi pengambilan data dalam penyusunan skripsi, tanggal 6 s.d. 8 Mei 2025 di SMA Islam Az-Zahrah Palembang.

Demikian surat keterangan ini di buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.


Palembang, 14 Mei 2025
Kepala

Satripto, S.Ag.
NITV 19699611014

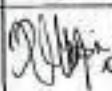
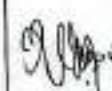
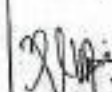

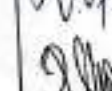
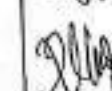
Appendix J. Thesis consultation card



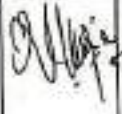

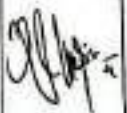
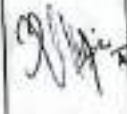

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS TRIDINANTI**
Jalan Kapten Marseki No.2446 Kemboja Palembang 30129
Telepon. 0711-369751 Fax.0711-358566

THESIS CONSULTANT CARD

Student's Name : Nur Yuliani Putri
NPM : 2104410012
Study Program : English Study Program
Advisor 1 : Rahma Dianti, M.Pd.
Advisor 2 : Nita Ria, M.Pd.
Thesis title : Secondary School Student's Autonomy in Learning English at SMA Islam Az-Zahrah Palembang

No	Date	Aspect(s) Consulted	Advisor Comments	Advisor's signature	
				1	2
1	5/4 2025	Chapter 1 & 2	Revise 'The use of capital and small letters and also singular and plural punctuation marks		
2	11/4 2025	Chapter 1 & 2	Revise as suggested		
3	14/4 2025	Chapter 1 & 2	Add the concept of learning, external motivation Check again APA Add * in impacts about your statement		
4	17/4 2025	Chapter 1 & 2	Revise as suggested		
5	28/4 2025	Chapter 1 & 2	Revise and prepare the whole thesis ok, continue to the next chapter (3)		 

6	2/5 2025	Chapter 3	Revise : - The Grammar/structure - Spelling - punctuation marks.	
7	7/5 2025	Chapter 3	Revise as suggested	
8	3/5 2025	Chapter 3	Revise "References"	
9	15/5 2025	Chapter 3	Revise as suggested	
10	17/5 2025	Chapter 3	ok, continue adviser 1 and continue to the next chapter	
11	2/6 2025	Chapter 4	Revise ungrammatical sentences Revise "Percentage of learner Autonomy level and students dimensions of learner autonomy More explain "descriptive data analysis"	
12	5/6 2025	Chapter 4	Revise "Interpretation and check again punctuation	
13	10/6 2025	Chapter 4	Revise as suggested "Add the histogram the learner Autonomy"	
14	12/6 2025	Chapter 4	Revise as suggested	
15	13/6 2025	Chapter 4	ok, proceed to next chapter	

16	16/6 2025	Chapter 5	<p>Check again "Punctuation" and Capital words</p> <p>More explain in conclusion ex: the percentage of Learner Autonomy</p> <p>Add the suggestions "other researcher"</p> <p>More explain in suggestion about the students and the teacher</p>		
17	17/6 2025	Chapter 5	<p>Revise as suggested & Check again your References</p>		
18	19/6 2025	Chapter 5	Revise as suggested.		
19	20/6 2025	Chapter 5	Revise as suggested		
20	June 23, 2025	<p>Chapter I</p> <p>Chapter II</p>	<ul style="list-style-type: none"> • Correct the ungrammatical points • Reorganize the background. • Change the subtopics as suggested • Explain more self-initiation and self-regulation • Change some references 		Relier
21	June 25, 2025	<p>Chapter I</p> <p>Chapter II</p>	<p>OK.</p> <ul style="list-style-type: none"> • Correct some ungrammatical points • Explain deeper the previ- 		

			<ul style="list-style-type: none"> • ask related studies. • Check the similarity. 	<u>Reliaf</u>	
22	June 27, 2025	Chapter II Chapter III	<ul style="list-style-type: none"> • OK. • Change the pattern of percentage analysis. • Add resources for final sampling. • The technique for analyzing the data need to be graphed base on the research problems. 	<u>Reliaf</u>	
23	June 30, 2025	Chapter III Chapter IV	<ul style="list-style-type: none"> • Minor revision. • Correct the ungrammatical points. • Represent the findings section. • Provide a conclusion for each finding section. • Recalculate the mean score. 	<u>Reliaf</u>	
24	July 2, 2025	Chapter IV	<ul style="list-style-type: none"> • Revise the ungrammatical points. • Reorganize the findings. • Add the diagrams to visualize i.e. the distribution of level and the dimensions of learner autonomy. • Revise the conclusion for each data findings. 	<u>Reliaf</u>	
25	July 4, 2025	Chapter IV	<ul style="list-style-type: none"> • Minor revision. • Draft the interpretations. • Find the supporting sources to strengthen your claims. • Review more the students responses to help you figure out more the evidence. 	<u>Reliaf</u>	

26.	July 7, 2025	Chapter IV	<ul style="list-style-type: none"> Analyze the descriptive data using SPSS to compare with the excel. Revise your interpretation. Add more sources to strengthen your claims. Add more evidence from the students' responses of the questionnaire. 	<u>Relief</u>	
27.	July 9, 2025	Chapter IV	<ul style="list-style-type: none"> Correct the ungrammatical points, spelling, and punctuation. Revise the interpretation as suggested. Add rationales for each claim. Use ideas from students' responses. 	<u>Relief</u>	
28.	July 11, 2025	Chapter IV	<ul style="list-style-type: none"> Minor revision. check your reference list. Next consultation, show me your chapter V draft and abstract. 	<u>Relief</u>	
29.	July 14, 2025	Chapter V abstract	<ul style="list-style-type: none"> Minor revision. Abstract needs to be revised. Add a brief introduction and revise the keywords. 	<u>Relief</u>	
30.	July 15, 2025	Full Chapters & Appendix	<ul style="list-style-type: none"> okay. you may proceed to the final examination. Good luck. 	<u>Relief</u>	


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Palembang,
Head of English Education Study Program



Dr. Darmawan Budiyanoto, M.Pd

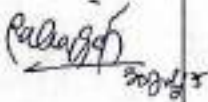
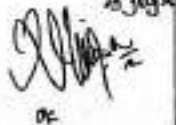
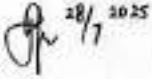
Appendix K. Lembar Bukti Revisi Skripsi



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR BUKTI REVISI SKRIPSI

Nama : Nur Yuliani Putri
 NPM : 2104410012
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Secondary School Student's Autonomy in Learning English At SMA Islam Al-Zahrroh Palembang

No	Dosen Penguji	Materi Perbaikan	Tanda Tangan
1.	Rahma Dianti, M.Pd.	Please accommodate all comments and suggested revision.	 28/7/25
2.	Nita Ria, M.Pd	Revise as suggested	 28/7/25
3.	Jenny Elvinnia Manung	Revise as suggested	 28/7/25

Catatan:
 Batas akhir perbaikan/revisi skripsi selambat-lambatnya 15 hari setelah ujian dilaksanakan.

Palembang, Juli 2025
 Ka. Prodi Pendidikan Bahasa Inggris

Dr. Darmawan Budiyanto, M.Pd.

Appendix L. Documentation

