

Factors Contributing to Learners' Autonomy in EFL Reading

Sri Endah Tabiati

University of Brawijaya

Jl. Veteran, Malang. E-mail: stabati@gmail.com

Abstract: This study aims to discover factors that assist learners develop their autonomy in EFL reading. The approach employed is qualitative involving EFL learners in an English Department of the Faculty of Cultural Studies, Brawijaya University Malang. There are two stages in the study: the subject selection stage intended to gain potential subjects and the main study intended to find the answer of the research questions. The findings of the study show that the autonomy of EFL learners in reading is influenced by 14 internal and 14 external factors. These factors appear to happen naturally. It seemed that autonomy in reading is subconscious and has been gained by the subjects gradually since childhood. Moreover, autonomy in EFL reading is presumed to be universal as it is found in a collectivist culture such as the one in Indonesia. Based on the findings, suggestions are proposed and addressed to Reading lecturers, parents and the faculty representing the government. Because the factors seem to occur before they study at a university, the suggestions are also addressed to teachers and schools.

Key Words: internal factors, external factors, contribution, learners' autonomy, EFL reading

Abstrak: Penelitian ini bertujuan untuk menemukan faktor yang membantu mahasiswa dalam mengembangkan kemampuannya secara otonom pada kemampuan membaca EFL. Penelitian ini menggunakan desain kualitatif dengan melibatkan mahasiswa kategori EFL Fakultas Ilmu Budaya Universitas Brawijaya Malang. Terdapat dua tahap dalam penelitian ini. Tahap pertama merupakan pemilihan subyek yang bertujuan untuk mencari subyek yang berpotensi dan setelah itu penelitian dilakukan untuk menjawab rumusan masalah. Hasil penelitian ini menunjukkan bahwa sikap otonom mahasiswa EFL dalam kemampuan membaca dipengaruhi oleh 14 faktor internal dan 14 faktor eksternal. Faktor-faktor tersebut muncul secara natural. Terlihat bahwa sikap otonom dalam kemampuan membaca merupakan hal yang terjadi diluar kesadaran dan didapatkan secara bertahap sejak dini. Terlebih lagi, sikap otonom dalam kemampuan membaca EFL diduga merupakan nilai universal sebagaimana terlihat pada budaya kolektif masyarakat Indonesia. Maka dari itu, beberapa saran yang dapat diberikan kepada Dosen pengajar Kemampuan Membaca, orang tua, dan anggota fakultas. Karena faktor tersebut muncul sebelum kegiatan perkuliahan di Universitas, maka beberapa saran juga ditujukan kepada guru dan sekolah.

Kata kunci: faktor internal, faktor eksternal, kontribusi, sikap otonom, EFL, kemampuan membaca

English Reading is a difficult subject for most Indonesian learners, despite the position of English as a compulsory subject. Among the factors assumed to be the causes of such difficulty is a large class size (Achmadin, 2012) because in such a class learners get little or limited attention from teachers. However, learners are supposed to achieve learning success provided that they are not too dependent on teachers. Such learners have drives and skills to utilize learning resources other than teachers and classroom. Therefore, there is a need to conduct a research

focusing on factors that contribute to the development of autonomy in learning and in reading as the bases to postulate innovation in ELT programs. .

The concept of autonomous learning was introduced in the field of language teaching and was soon studied by applied linguists in 1971 (Benson, 2001: 8). Autonomous learning is a reflection of the transition of teaching emphasis from teacher-centered to students-centered learning. Autonomy is the ability to make one's own decisions about what to do rather than being influenced by someone else

or told what to do. Autonomy in learning generally implies a capacity to control over ones' own learning. Since its introduction, the term autonomy in learning or autonomous learning has been debated and connected with several concepts: self-directed learning, self-access, independent learning and self-study, self-regulated and self-efficacy (Benson, 2001; Brown, 2007; Oanh, 2007). However, all those concepts imply the same ideas, namely, the removal of barriers imposed in the limited classroom time and the movement of the classroom setting of learning to a wider learning environment, namely, the learners' surrounding environment and thus, those concepts can be called autonomous learning concepts.

According to Littlewood (1996: 428), autonomous learners are people who have independent capacities to make and carry out choices which govern their actions. These capacities deal with two components: ability and willingness. Furthermore, ability and willingness can themselves each be divided into two components. Ability depends on knowledge about alternatives from which choices have to be made and necessary skills to carry out appropriate choices. Meanwhile, willingness depends on having both motivation and confidence to take responsibility required by the choices.

The learning theory which embraces autonomous learning concepts is constructivism. According to constructivism, learning does not occur simply by the brain taking a picture of something and filling it away somewhere in the brain to be retrieved later. Rather, learning is constructed by the brain as it seeks to relate new knowledge to prior knowledge. Therefore the construction of each learner differs and is unique. Constructivism is considered as the umbrella of autonomous learning concepts (Slavin, 2010: 189).

The researcher considers that the possession of a capacity to make decision concerning reading (setting reading objectives, setting schedules, deciding the content of reading materials to read, finding reading methods, techniques and resources and their learning needs), is indicated by learners' activities in reading: setting the reading purpose (for pleasure, or for getting information), determining when to do reading activities, making decision about what to read, determining the methods or techniques for reading, determining the weakness in reading and deciding the medium to overcome this weakness.

Meanwhile the possession of a capacity to control reading is indicated by learners' activities in

reading: adding or reducing the time for reading, deciding whether to move to other places for reading activities, or whether to change the reading procedures or not, reading supplementary materials not assigned by teachers, approaching other people to discuss reading materials or reading problems, finding out resources for reading, deciding what reading strategies to use and changing the strategies when necessary.

In addition, the possession of taking responsibility in reading is indicated by learners' activities in reading: deciding the time and the material read, grading the materials to read, accomplishing reading task according to schedule and also reading fast with full understanding

Furthermore, the possession of self efficacy in reading is indicated by learners' activities in reading : having determination of ability of comprehending reading material after the reading activities, being very sure that they will have knowledge and pleasure after reading activities and feeling that the comprehension of the reading materials makes them better and worthy people, guessing intelligently or using linguistic clues (word formation, conjunction, synonym etc) and using other clues (text structure, context, situation etc.).

Learners possessing the indicators as elaborated in the previous discussion are assumed to be learners who achieve success in learning because the indicators of autonomy in learning implies better language learning which results in good learners (Benson, 2001; Chitashvilli, 2007; Zhong, 2008; Mineishi, 2010; Joshi, 2011). Autonomous readers are characterized as good learners, responsible readers. This idea refers to the original idea of independent learning (Benson, 2001), stating that the decision about the selection of learning objectives, learning contents and materials along with learning methods, techniques used in learning as well as how to assess learning results and impacts. All of them are done by the learners themselves, who are categorized as good learners and responsible learners as well.

Some studies on autonomous learning either in Indonesia or in other countries have been conducted and many findings about the factors that make learners autonomous in learning have frequently been discussed. However, the researcher has not found a study with a special reference to Indonesian context about the factors which contribute to the formation of learners' autonomy in EFL reading among English

majors. There is a need to search the factors behind autonomy in reading in order to help learners majoring in English achieve success in reading.

To bridge the gap in the previous study, the researcher study was certain that it is necessary to deeply explore the background which significantly contributes to the development of learners' autonomy in reading. In other words, according to the researcher, the previous studies conducted in Indonesia either by Indonesian researchers (Suharmanto, 2003; Suharmanto, 2006; Widiati, 2010; Budianto, 2011) or western researchers (Lamb, 2004; Lamb, 2013) must be followed-up in order to give a more comprehensive description about the development of autonomy in reading, in Indonesian context. In addition, because learners having autonomy in reading have a big opportunity to reach success in their learning, educators especially English language educators have to know the background causing learners to have that autonomy in order to give motivation to the learners. This idea strongly encourages the researcher to propose this present study, with research questions:

1. What internal factors make learners develop their autonomy in EFL reading?
2. What external factors make learners develop their autonomy in EFL reading?

The findings of the study are expected to give a significant contribution to the enrichment of learning theory, especially about the factors contributing to the development of EFL students' autonomy in reading in Indonesian context. The original idea of autonomous reading came from Western culture of which the learners are characterized as more individual than communal. Therefore, the present study is expected to enrich the literature on autonomous reading in a communal society in Asian countries, especially in Indonesia. It will show that there are factors influencing the development of autonomous reading which may be specifically applied by Indonesian people.

METHOD

Two stages were involved in this study: subject selection stage and main study stage. The first stage was intended to determine potential subjects. The subject selection stage was intended

to get subjects as the data source of the study. The instrument employed in this stage was questionnaires which was developed based on literature review (Brown, 1994; Weinstein & Hume, 1998; Cotterall, 2000; Benson, 2001; Dornyei, 2001 b); Suharmanto, 2003; Ratanyapinyowong, 2005; Cahyono & Widiati, 2006; Suharmanto, 2006; Brown, 2007; Chitasvili, 2007; Erler & Finkbeiner, 2007; Harvey and Wolfe, 2007; Oanh, 2007; Yan, 2007; Furaidah and Suharmanto, 2008; Meyer, et al., 2008; Sakai et al., 2008; Zhong, 2008; Grabe & Stoller, 2009; Hedgecock & Ferris, 2009; Demirtas & Sert, 2010; Mineishi 2010; Slavin, 2010; Su & Duo, 2010; Widiati, 2010; Budianto, 2011; Hughes et al., 2011; Joshi, 2011; Murray, 2011, Adamson & Sert, 2012; Ponton and Carr, 2012). In general there are four indicators or characteristics showing that learners have autonomy in EFL reading: 1) Having capacity to make own decision concerning EFL reading; 2) Having capacity to control EFL reading 3) Having responsibility in EFL reading; 4) Having self-efficacy in reading.

The indicators were used as the bases of developing the questionnaire and the interview guide for the subjects, parents, siblings, Reading Lecturers, and peers. An observation guide was also developed to obtain data from environment. The following diagram illustrates the process of selecting the subjects of the main study:

The selected subjects were four students— VF, TA, LA and FN— the students of the academic year of 2010, coming from different parts of Indonesia: Sragen, Sukoharjo, Sidoarjo and Balikpapan respectively.

The second stage, the main study stage, was intended to obtain data about the factors causing the EFL learners to have autonomy in reading. In this stage the researcher interviewed the selected subjects, the teachers of reading, the classmates, the parents and siblings of the subjects and observed the environment to gain data about the factors contributing to Learners autonomy in EFL reading.

RESULTS

Based on the problems of the study, the factors contributing to the development of EFL learners' autonomy in reading are presented as the findings of the study.

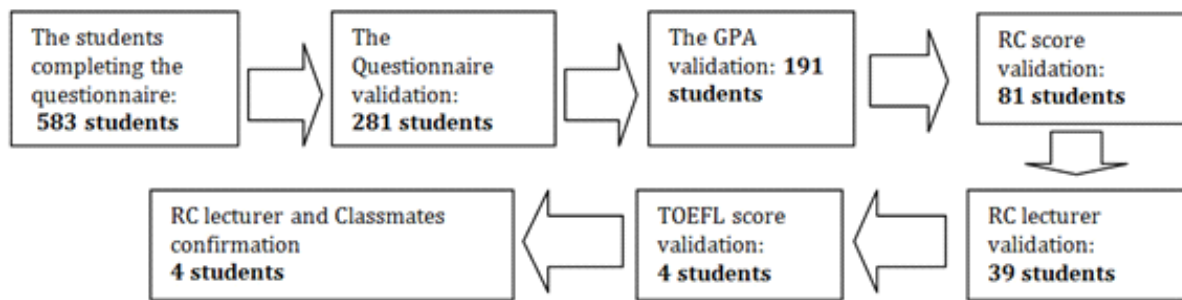


Figure 1. Process in selecting the research subjects

Internal Factors Based on the Indicators of Learners' Autonomy in EFL Reading

There are five factors categorized as the internal factors encouraging the four subjects to *have the capacity to make decision to read EFL materials*: 1) Knowledge of the importance of EFL reading; 2) Knowledge of the importance to make improvement 3) Motivation to emulate a well-known person; 4) Motivation to be good readers; 5) Motivation to be the best. The five internal factors mentioned above had driven the subjects to have autonomy in EFL reading as indicated by their capacities to make their own decision about EFL reading. The four factors— knowledge of the importance of reading, knowledge of the importance to make improvement, motivation to emulate a well-known person, motivation to be good readers—have something in common: they triggered the subjects' thought to internalize and drive them to have autonomy in EFL reading. Only the fifth factor, the motivation to win competition among peers, was only clearly found in one, not in the other three subjects.

The capacity to control EFL reading is possibly caused by a number of internal factors: 1) Knowledge of the topics of the reading materials; 2) Knowledge of the reasons of reading 3) Skills to self-asses reading capabilities; 4) Skills to identify the importance of certain parts of reading materials

Taking responsibility in EFL reading means serious reading and reading with purpose. There were two internal factors that made EFL learners have autonomy in reading as *indicated by taking responsibility in EFL reading*: 1) Motivation to submit good assignments; and 2) Motivation to know the reading results

Self efficacy in reading means the belief that one's own reading is successful, having self confidence and self esteem and having courage to take risks. This belief presumes to be driven by five factors: 1) Confidence in overcoming others' reading problem 2) Motivation to please parents and 3) Motivation to win competition among peers. The three factors drove the subjects to become confident and to have courage to take risk in EFL reading. The first three factors could be detected from the interview with all of the subjects about their experience and explanation. The third factor, the motivation to win competition among peers was clearly found in one subject, not in the other three subjects.

External Factors Based on the Indicators of Learners' Autonomy in EFL Reading

All of the subjects shared the same external factors indicators: five factors related to the capacity to make decision to read EFL materials, four factors to the capacity to control EFL reading, three factors to responsibility in learning EFL reading and the other three factors to the self-efficacy in learning EFL reading.

The findings of the study showed that the six factors listed below *are external factors causing the EFL learning to have a capacity to make decision in learning EFL reading*: 1) parents; 2) Siblings; 3) Reading lecturers; 4) Environment with abundant reading materials; 5) Environment with necessities to read; 6) Technology

In brief the five external factors were equally powerful. The first four factors occurred since the

subjects were in elementary schools while the last factor, technology, appeared when they were in the high schools.

Meanwhile, there were five external factors that made the subjects have *capacity to control EFL reading*: 1) Parents; 2) Sibling; 3) Reading lecturers; 4) Environment where time to read is limited 5) Environment where reading materials are abundant. The five factors were reflected in the experience of the four subjects informed to the researcher during the interview.

Moreover there were three external factors related to *taking responsibility in EFL reading*: 1) Faculty; 2) Parents; 3) Environment with abundant reading materials. In brief, the three factors had driven the subjects to have autonomy in reading as indicated by taking responsibility in EFL reading.

Self-efficacy in reading meant the belief that reading gave positive effect in life, among others, feeling of success, feeling of pleasure, being confident and feeling to be worthy people. These kinds of feeling were supported by four factors: 1) Parents; 2) Peers; 3) Technology; 4) Government.

DISCUSSION

This section discusses the factors that contribute to the development of EFL learners' autonomy in EFL reading. In line with the research questions, the findings of the study reveal that basically there are two factors that encourage EFL learners to develop autonomy in EFL reading: internal factors and external factors.

Internal Factors: Knowledge, Skills, Confidence and Motivation

The internal factors found in this study are similar to the internal factors that influence independent learning as mentioned by Meyer et al. (2008). According to them internal factors include cognitive skills such as focusing on memory and attention, problem solving, meta-cognitive skills associated with an understanding of how learning occurs, and affective skills related to feeling and emotions. In this finding cognitive skills are reflected in the internal factors related to making decision concerning EFL reading, meta-cognitive skills are reflected in the internal factors related to the capacity to control EFL reading and responsibility in EFL

reading, while affective skills are related to self-efficacy in EFL reading.

Knowledge

The findings of the study show that the first category of internal factors contributing to the development of autonomy in reading is knowledge which is consisted of: 1) Knowledge of the importance of EFL reading; 2) Knowledge of the importance to make improvement; 3) Knowledge of the topics of the reading materials; 4) Knowledge of the reasons of reading

The four knowledge factors listed above are in line with the autonomy components of Littlewood (1996). The first knowledge factor, the knowledge of the importance of reading, implies that the subjects of the study were well aware of that reading was very important. This factor is in line with Grabe's (2009:6) statement that L2 reading skills represent a significant concern as these people negotiate careers and seek advancement in modern economies. A person's future opportunities for success and prosperity will be even more entwined with skilled reading abilities. It is therefore an important societal responsibility to offer every person the opportunity to become a skilled reader, and in many cases, this means becoming a skilled L2 reader.

The second knowledge factor, knowledge of the importance to make improvement was also found in the study of Lamb (2004:229-245), revealing that in the Indonesian context, internal factors dominantly gave contribution to the development of autonomy in learning among the subjects of his study. Most of his subjects took a private course in order to improve their English. Lamb (2004: 240) further said that he was in doubt that learner autonomy was not an indigenous feature of Asian cultures, the culture of the subjects of his study. He states "...how many European or American 12-year-old invest as much effort in learning foreign languages outside of schools as these Indonesian do" (Lamb, 2004: 242). An action because of the desire to learn well is similar to the motivation to make improvement. Lamb's study found children great motivation seek reading resources outside schools.

In addition, this knowledge factor is consistent with the finding of Joshi (2011), although he tried to look for the factors from teachers' perspective. Among the findings of Joshi's study, the factors to

be responsible for autonomous learning activities of the Master level students majoring in English Education in Nepal are the temptation towards English, expectation of better results in the final examination and learners' knowledge.

The third knowledge factor, the knowledge of the topics of the reading material, is a factor that makes reading effective. Grabe and Stoller (2002:144) argued that in a number of studies there was evidence of the effectiveness of previewing before reading since it increases comprehension and enjoyment. In addition, previewing reading materials is done in order to be familiar with the topic of reading materials. The familiarity with the topics makes readers accelerate the reading speed and slow down the speed when the topic is strange. In other words, the readers control their EFL reading.

The fourth knowledge factor, knowledge of the reason of reading, is related to the ability of EFL learners to control reading. Because they knew about the purpose of reading— just to know the general idea of a text or wanted to master the reading material intensively, they would read at a glance, or make notes of the important points. Therefore, they use different strategies for different purposes. This finding is in line with the idea that autonomous learners used strategies and were able to employ them (Weinstein & Hume, 1998).

Skills

Two skills factor contributing to the development of autonomy in reading consist of: 1) Skills to identify self-reading capabilities; 2) Skills to identify the importance of certain parts of reading materials

Both of the skills factors found are related to the capacity to control EFL reading. The first skills factor, the skills to identify self-reading capabilities, is parallel to one of the research findings of Naeni (2011: 425-430) revealing that there were five factors which influence learners' autonomy: learner independence, dependence on teacher, learner confidence, learner attitude toward language learning and self-assessment. Self-assessment was also found in the present study with a different term, knowledge of self reading capabilities.

Moreover, the four subjects had the capacity to control their EFL reading for they had skills to identify self-reading capabilities from the words and the sentence arrangement in the reading materials. If the reading materials were difficult the subjects read slowly because he had to check the uncommon words

in the dictionary. The researcher relates this factor with the idea of checking for “clicks” and “clung” (Harvey & Chikie-Wolfe, 2007). The learners can monitor their understanding (perhaps at the end of each page by checking for “clicks” (understanding) and “clunks” (non-understanding). When they encounter a “clunk” they should go back and reread to convert it into a “click”. This factor is categorized as skills to identify self-reading capabilities.

Furthermore, the skills to identify self-reading capabilities is parallel to the statement of Chitashvili (2007:18) who stated that reflection and self assessment seem to be very important for implementing language learning autonomy because they stand for thinking about how well one did on a learning task. The way of evaluating learning done by the subjects of the study is the same as what Chitashvili mentioned: making checklist and making complete review of what had been learned.

The skills to identify the importance of certain parts of reading materials was the second skills factor related to the capability to control EFL reading. Because the subjects were aware that certain parts of reading texts are more important than the others, they treated the parts of the text differently. This is in line with Harvey and Chikie-Wolfe's (2007: 177) statement that skilled readers search for most important information and attend to it, usually by identifying the main idea of each paragraph or passage.

Confidence

Confidence in overcoming others' reading problems indicated the belief that one's own reading is successful, that one had self confidence, self esteem and courage to take risk. This belief drove the subjects to help others who have difficulty in reading confidently. This factor was considered as a new finding because the researcher could not find such factor in the previous study.

Motivation

Motivation factors found in the present study consist of: 1) Motivation to emulate a well-known person; 2) Motivation to be good readers; 3) Motivation to be the best; 4) Motivation to submit good assignment; 5) Motivation to know the reading result; 6) Motivation to please parents; 7) Motivation to win competition among peers

The first motivation factor, motivation to emulate a well-known person such a president or a famous

journalist who must be well read, was a new research finding because the researcher did not find such finding in the previous studies.

Meanwhile, the existence of second motivation factor, the motivation to be a good reader had varied background— to equip them with adequate knowledge, to be well informed, to face facts that in reality people were exposed to abundant reading materials. This finding is similar to Grabe's (2009: 5) statement that in a modern society people read throughout the day because printed materials are around them. They must be good readers to be successful. Although reading skills do not guarantee success, success is much harder to come without being a skilled reader. Successful readers are generally those who indicate certain autonomous behaviors (Brown, 1994:191). Therefore, being knowledgeable, well informed and ready to face abundant reading material are the attributes of good readers.

Another motivation factor, the motivation to be the best is similar to Joshi's (2011) finding: the expectation of a better result in final examination. In addition, this factor is parallel to one of Dornyei's (2001 b) :10-11) motivational components: expectancy of success and the value attached to the success on task.

The fourth factor, the motivation to submit good assignments was possessed by good learners. This is in line with the statement of Williams and Burden (1997: 129), mentioning that "..... individual poses an innate drive towards mastery". The subjects of the study, similar to the individuals in the statement above were good learners who saw themselves as largely responsible for their actions and have motivation to submit good assignments.

The fifth factor, the motivation to know the reading result, is similar to Joshi's (2011) finding, clarifying that from teachers' perspective among the factor responsible for learning autonomy is the expectation of better results in the final examination. However, Joshi's study was based on teachers' perspective and autonomy in learning English in general while the study is concerned with reading.

The last two factors, motivation to please parents and motivation to win competition over peers seem to be new research findings because the researcher cannot find such factors the previous studies.

External Factors: Parents, Siblings, Peers, Reading lecturers, Environment, Faculty, Technology and Government

The factors coming from outside the learners are parents, siblings, peers, Reading lecturers, environment, faculty and technology and government.

Parents

Parents as external factors contributing to the development of autonomy in reading consist of: 1) Supports from parents; 2) Encouragement from parents; 3) Praise from parents.

All of the parents of the subjects, who had different educational backgrounds and professions, provide facilities that made the subjects have autonomy in making decision to read EFL materials. This factor was also found in the study of Lamb (2004:229-245) mentioning about the support of parents in funding the learners to make decision to take a private course. A decision was made because their parents were willing to pay for the course.

The availability of printed materials provided by the parents could foster the learners to read autonomously because there were reading materials in front of them. Goldenberg (1987) cited by Grabe (2007: 169) stated that: "parental involvement, when required, can provide additional literacy support, though typically parents are not asked to help". Therefore the finding of the study about supports from parents is consistent with the previous study.

The encouragement from parents is also considered to be the factor causing the four subjects to control their EFL reading. Child-parent relationships and parenting styles affect students' ability to develop control over their learning (Harvey & Chikie-Wolfe, 2007: 25). Children and adolescents perform best academically when raised in homes where parents or parent figures have an authoritative parenting style (high but reasonable demands, good communications, and mutual respect). In this study, all the parents of the subjects have that parenting style.

Parents who consistently told the EFL learners about the importance and the benefit of reading could foster the development of autonomy in reading as Harvey and Chikie- Wolfe (2007: 16) underlined that the provision of learning opportunities in the home by parents was seen from the intensive interaction between parents and their children. During the

interaction there was a topic of the reading problem and the child consulted the problem with the parents.

The praise from parents made EFL learners have self-efficacy in reading. The parents of the subjects praised the subjects every time they made progress in reading. The praise from parents made them feel they have sufficient reading abilities and they were proud of them. Although the parents of the four the subjects came from different background, they had something in common, i.e. having abilities to give affective factors to the subjects. This is a new finding as it could not be found in the previous study.

Siblings

The influence of sibling made EFL learners decide to read EFL materials. This finding is also found in Benson (2001:39) who was influenced by Vygotsky's constructivism. According to constructivism the social interaction among children when learning and the influence of sibling occur through the help of older or more knowledgeable peers. Thus older brother or older sister fosters the construction of autonomy in EFL reading of younger children such as the brother and sisters of the subjects of the study.

Reading Lecturers

External factors coming from Reading lecturers consist of: 1) Help from Reading lecturers; 2) Deadline set by Reading lecturers; 3) Encouragement from Reading lecturers. The help from Reading lecturers as the external factor that made the four subjects have autonomy in reading in English is also reflected in Lamb's (2004) study. One of Lamb's subjects said, "I like Mr. B". And another subject identified the same teacher who always helped the subjects.

The findings of the study concerning the help from lecturers, is also similar to the findings of Sakai et al. (2008) that class management was one of the factors that contributed to the development of autonomy in reading. The Reading lecturers of Basic Reading Skills, Critical Reading and Extensive Reading employ teaching techniques which supported the development of autonomy in reading. In the Reading classes the lecturers did not spoon feed the students, but taught them how to find solution for the reading problem themselves. In the Extensive Reading class, there was a competition of the number of novels having been read and the students made a weekly report about the assignment.

Lecturers also need to guide students to break long assignment into smaller components and reminds the students to complete it in due time. This time management makes the students stay focus and concentrate on accomplishing their plan (Harvey & Chikie-Wolfe, 2007: 135). In the finding of the study all the Reading lecturers set deadline for the students to submit the assignment on time. However, setting deadline is a considered as a new research finding because it was not mentioned in any previous study.

Encouragement from Reading lecturers was also the external factor found in this study. The four subjects had Reading lecturers who encouraged them to possess autonomy in reading. For example, the Reading lecturers of the subjects helped them manage the reading time by setting deadline. This was in line with Harvey and Chikie-Wolfe's (2007:127) idea that educator had tried to address issues of time management by simply helping the students set up daily and weekly schedule

Peers

Helping peers was the external factor related to self-efficacy in EFL reading. The feeling of satisfaction occurred after overcoming peers' problem and this feeling made the subjects more confident and certain that they were capable. This external factor could not be found in the previous study. Therefore, helping peers is considered as a new finding.

Environment

The environment factors as the external factors contributing to development of autonomy in reading consist of: 1) Environment with abundant reading materials 2) Environment with necessities to read 3) Environment with limited time for reading. Environment condition was considered important in supporting the development of autonomy in reading, concerning taking responsibility in reading. Being responsible in reading meant believing that it was one's own effort that made reading successful. Exposure to environment completed with abundant reading materials encouraged the subjects to be responsible in reading and regard reading a necessity. Surprisingly, poor environment of one of the subjects also drove her to regard reading a necessity because she felt that unless they found reading sources outside the environment, they would be left behind.

Good environments such as cozy place will make learners not bored. There is a reciprocal interaction among a person, environment, and behavior (Ponton & Carr, 2012). In the finding of the study, the person is represented by the subjects of the study, the environment is the condition surrounded the subjects which are conducive to reading, and the behavior is autonomy in reading.

The abundance of reading material was one of the external factors that make the subjects have the capacity to make decision to learn EFL reading. The finding is consistent with the idea of Grabe (2007: 314) that in western countries students who are exposed to a wide variety of reading material will develop extensive reading skill. Hence, Grabe signified that print out exposure develops extensive reading and results in autonomy in reading. The subjects of the study had abundant of reading materials, both print out and soft copy in front of them. They had to read because they have to be well informed.

The second external factor concerning environment was the environment with necessities to read. EFL learners' autonomy seemed to come from the reality that people had to face reading materials in their everyday activities and were forced to read by the situation. In their life they had to read instructions of product manual which were mostly in English, they had to read the specification of products before buying them, they had to read on-line news in the Internet in order to update their knowledge. This finding was in line with the idea that people in a modern society read throughout the day. People have to read in both informal and formal setting. Grabe (2009:5) underlined that in informal setting:

We read magazine during the day whether relaxing or waiting in some offices. We read newspapers, flyers and ads. We also read at night before going to sleep. But we read much more than this. We read when we look at product while shopping. We read posters, billboards and displays when we travel on public transportation. Grabe further said that the necessity to read also happens in academic contexts or in workplace environment, as he expressed:

Many of us engage in reading that may be quite demanding in educational, professional, and occupational setting. In these latter setting a great deal of learning occurs, part of that learning requires that we read and interpret informational text in line with the task that we engage in and the goal that are set for us.

The quotation above indicates that it is necessary for people to read either intentionally or accidentally or unconsciously whether they have limited time or not. The limited time make people able to control the speed: if the allocated time for reading enabled them to read leisurely, they slowed down the reading speed. This is in line with what Hedgecock and Ferris (2009:63) stated that time is the factor making people decide to control their reading. They gave an example of people who encountered interesting texts in a dentist's waiting room. The limited time to read before their turn to see the dentist made them only scan the cover of a magazine or the table of contents to find the most interesting article and skim the article quickly so that they could finish reading the article.

Faculty

The facilities provided by the faculty encouraged the subjects to be autonomous. Abundant collections of reading materials made EFL learners have freedom of choice about reading facilities in order that supported learners to learn independently and the school's internet connection supported the development of autonomy in reading as it provided the learners with varied and interesting reading material. The researchers found previous studies in Turkey, China, Vietnam and Japan (Honsa & Ratanyapinyongwong, 2005; Oanh, 2007; Yan, 2007; Dynan et al., 2008; Sakai et al., 2008; Demirtas and Serts, 2010; O'Reilly, 2014; Shen, 2014) that the environment which was intentionally made was conducive to develop autonomy in learning because there were government programs to foster autonomy.

The deadline given to the subjects made the subjects complete the reading task as fast as possible. The person who set deadline is Reading lectures. This factor is a new finding that cannot be found in the previous study.

Government

The facilities of provided by the faculty are funded by the government. Therefore, the subject had the capacity to make decision, to control, to be responsible and to have self-efficacy in reading because of government fund. The finding is consistent with the findings in the previous studies in Turkey, China, Vietnam and Japan (Honsa & Ratanyapinyongwong, 2005; Oanh, 2007; Yan, 2007; Dynan et al., 2008; Sakai et al., 2008; Demirtas and Serts, 2010; O'Reilly, 2014; Shen, 2014) which show that government plays a great role developing the autonomy of the learners.

Technology

The four subjects were all technologically minded and could make use of it efficiently. They often read online news and electronic books from the Internet. They had on-line dictionary which they considered very handy. The application of technology which was possible to be done but was not found in the study was blog for reading (Stanley, 2010: 190), where the learners visited and read the blogs produced by other learners and gave comments on their post. This could be meaningful reading activities especially if the writing was about their personal interest.

The Internet was an external factor which contributed to the development of subjects' autonomy in reading, particularly the one concerning self-efficacy. Chunk (2006) cited by Levy (2010) in Ward (2010) described technologies that are important for reading include electronic dictionaries, software that provide textual, contextual or multimedia annotation, computer-based training programs that aim to accelerate and automatize word recognition, and the Internet as a source of material for extensive reading although the material in the Internet is more suited to intermediate and advanced learners rather than beginner or elementary.

In the findings of the study, EFL learners made use of the technologies as described by Chunk (2006) above because they were technologically minded. They were used to having E-reading sources and using e-mail to exchange information with their friends. In addition, they were accustomed to overcoming their reading problem by using the Internet or electronic dictionaries.

All of the subjects never experienced a formal web-based autonomous learning class such as the one promulgated by a Chinese government in 2007 (Shen, 2014). However, they also learned to use web on their own initiatives and their autonomy increased such as the autonomy of the students in China which was programmed. They even become members of E-social media where they could widen their friendship networks whom they could share their reading problem and exchanged their collection of reading materials.

Among the internal and the external factor seven of them are considered new findings of the study because they could not be found in the previous study. The factors are internal factors related to self-efficacy in reading: **confidence in overcoming other's reading problem, motivation to emulate**

a well-known person, motivation to please parents, motivation to win competition among peers. One factor, **the deadline set by the Reading Lecturers**, is external factor related to the responsibility in EFL reading. The two other factors are external factors related to self-efficacy in EFL reading: **the praise from parents and helping peers.**

Implication

The seven new findings of the study imply that the development of autonomy in EFL reading is supposed to be realized through parents, Reading lecturers and faculty. The five factors that could be developed through Reading lecturers are the deadline given, confidence in overcoming others' reading problem, motivation to emulate a well-known person, motivation to win competition among peers, deadline set by parents, helping peers. Moreover the other four factors are supposed to be developed through parents: motivation to please parents and praise from parents.

CONCLUSIONS AND SUGGESTIONS

Conclusions

There are four main categories of internal factors: knowledge, skills, confidence and motivation, consisting of 14 sub-categories. Among the 14 sub-categories, motivation factors outnumber the others, with seven motivation factors, followed by four knowledge factors, then two skills factors, and one confidence factor. The composition of internal factors found seem to indicate that the contribution of motivation factors is more significant than the other internal factors.

In addition there are four internal factors regarded as recent findings: **confidence in overcoming others' reading problems, motivation to emulate a well-knownn person, motivation to please parents and motivation to win competition among peers.**

External factors consist of three factors related to parents, one factor related to siblings, three factors related to Reading lecturers, one factor related to peers, three factors related to environment, one factor related to faculty, one factor related to government, and one factor related to technology. Among the 14 external factors found, there are three factors regarded as recent findings: **praise from parents,**

deadlines set by Reading lecturers, and helping peers.

In this study the factors influencing the autonomy of EFL learners in reading appear to happen naturally, and seem to develop gradually since childhood. The subjects of the study never joined a program or training specifically designed to foster autonomy in EFL reading. This signifies that such autonomy is subconscious and seems to be possessed by the subjects without their awareness

The subjects are Indonesian who are influenced by a collectivist Eastern Culture . It seems that this study provides another piece of evidence that autonomy in EFL reading is found not only in individualistic cultures, but also in collectivist cultures such as the one in Indonesia. Therefore, autonomy which was previously believed to be not indigenous in Indonesian society seems to be actually universal in nature.

The findings refer to the factors that influence the autonomy of students majoring in English. Considering that non-English majors, for example science students, are also compelled to read massive English textbooks, the factors found are possibly also found among those group of students. Therefore, the factors found are not confined to students majoring in English only but also to students in general. Moreover, as mentioned above, autonomy in reading is predicted to be possessed by learners since childhood. Likewise, the factors contributing to that autonomy are believed to influence learners while they were in lower levels of education. Therefore, the findings of the this study also apply to students in high schools, their parents and their schools.

Both internal factors and external factors are equally strong and complete each other. However, it seems that external factors are more influential than internal factors, because not everybody is fortune to have the capacity to construct his or her brain in order to have cognitive and meta-cognitive strategies in reading. Therefore, the absence of internal factors may be taken over by external factors.

Suggestions

Based on the findings of the study, suggestions concerning the development of autonomy in reading among learners in a collectivist culture, such as those in Indonesia, are addressed to parents, Reading lecturers and Faculty.

Firstly, parents are advised to establish a conducive home environment where good communication and interaction among members of the family are valued, and the academic progress of learners is discussed and appreciated. In such a home environment, parents should give lavish praise to learners regarding their progress, since praise from parents is believed to raise a feeling of self-efficacy and self-ability, leading to the development of self-confidence which characterizes learners as autonomous readers.

Moreover as members of a family, it is suggested that learners possess a drive to please their parents, because a motivation to please parents has been proved to be an important factor that develops autonomy in reading.

The second suggestion is addressed to Reading lecturers in relation to the five new finding of the study: deadlines set by Reading lecturers, confidence in overcoming others' reading problems, motivation to emulate a well-known person, motivation to win competition among peers and helping peers.

Furthermore, every assignment should be given a deadline to motivate the learners to work punctually and to make them responsible for it. Deadlines set by Reading lecturers can train learners to appreciate time and to become accustomed to working punctually, as they have control in reading. Likewise, Reading lecturers should be encouraged to help learners develop motivation to win competition among peers by providing interesting and challenging exercises, so that the learners try to accomplish them with their utmost effort. It is suggested that a session of reading competitions be incorporated into the reading syllabus.

An extensive reading class should include varied and innovative class activities that lead to the development of autonomy in reading, such as fast reading technique, technique to find out main ideas, and exercises to identify certain types of paragraph. Extensive reading classes are very much related to autonomy in reading because they require reading a large amount of material for one's own pleasure. Therefore adequate hours for Extensive reading classes should be allocated in order that autonomy in reading develops.

The last suggestion is addressed to the Faculty, because the efforts that Reading lecturers and parents exert should be supported by the Faculty. The Faculty should take the role as a mediator between learners, Reading lecturers and parents. A

meeting concerning this matter could be conducted to discuss the importance of autonomy in reading and its positive impacts on learners.

In addition, the Faculty should empower Reading lecturers to gain capabilities to help learners develop autonomy in EFL reading. A training program that helps Reading lecturers guide learners to become autonomous readers is essential. Such a program should include teaching techniques and methods, material development and course design.

REFERENCES

- Achmadin, D. 2012. English Language Teaching in Large Class. *Journal of Language-Edu* 1 (1): 10-21.
- Adamson, J. & Sert, N. 2012. Autonomy in Learning English as a Foreign Language. *International Journal of Global Education*. 1 (2): 23-27.
- Bayat, O. 2011. The Effects of Out-of-Class Use of English on Autonomy Perception. In Gardner (Ed), *Fostering Autonomy in Language Learning* (pp. 107-114). Gaziantep: Zirve University. Retrieved from <http://ilac2010.zirve.edu.tr>.
- Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. Essex: Pearson Education.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching*. New York: Pearson Education.
- Budianto. L. 2011. *A Profile of Independent Learning Strategies of Adult EFL Learners at the State Islamic University of Malang*. Unpublished Dissertation. Malang: PPS UM.
- Cahyono, B.Y & Widiati, U. 2006. The Teaching of EFL Reading in the Indonesian Context: The State of the Art. *TEFLIN Journal*, 7(1):36-58.
- Chamot, A.U, Barnhardt, S. El-Dinary & P.B. Robbins, J. 1999. *The Learning Strategies*. New York: Addison Wesley Longman.
- Chitashvili, N. 2007. The Concept of Autonomy in Second Language Learning. *Georgian Electronic Scientific Journal: Education Science and Psychology*, 2 (11): 17-22.
- Cotterall, S. 2000. Promoting learner Autonomy through the Curriculum: Principles for Designing Language Courses. *ELT Journal* 54 (2): 109-117.
- Creswell, J.W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- Demirtas, I. & Sert, N. 2010. English Education at University Level: Who is at the Centre of the Learning Process?. *Novitas-ROYAL (Research on Youth and Language)*, 4 (2):159-172.
- Dornyei, Z. 2001 a). *Teaching and Researching Motivation*. New York: Longman.
- Dornyei, Z. 2001 b). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dornyei, Z. 2007. *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Erlar, L, & Finkbeiner. 2007. A Review of Reading Strategies: focus on the impact of first language. In Cohen, D. & Macaro, E (eds) *Language Learning Strategy*. Oxford: Oxford University Press.
- Furaidah & Suharmanto. 2008. Patterns of SAC Utilization and the Sine Qua Non of the Self-Propelled Development of Students' English Proficiency. *TEFLIN Journal*. 19 (1):27-41.
- Gardner, D. 2007. Understanding Autonomous Learning: Students' Perceptions. *Proceedings of the Independent Learning Association 2007 Japan Conference: Exploring Theory, Enhancing Practice: Autonomy across the Disciplines*. Kanda University of International Studies, Chiba, Japan, October 2007 ISSN2073-7512 Gardner, D 1(online) <http://www.independentlearning.org>.
- Grabe, W. 2009. *Reading in a Second Language. Moving from a Theory to Practice*. Cambridge: Cambridge University Press.
- Grabe, W. & F.L.Stoller. 2009. *Teaching and Researching Reading*. London: Longman.
- Harvey, V. S. & Chikie-Wolfe, L.A.C. 2007. *Fostering Independent Learning*. New York: The Guilford Press.
- Hedgecock, J.S. & Ferris. D. R. 2009. *Teaching Readers of English: Students, Texts and Contexts*. New York: Routledge.
- Honsa Jr, S. & Ratanapinyowong, P. 2005. Boosting Students' autonomy as well as Writing Accuracy and Fluency through Journal Writing. *The Journal of ASIA TEFL*. 2 (2):151-178.
- Hudson, T. 2007. *Teaching Second Language Reading*. Oxford: Oxford University Press.
- Hughes, L.S., Krug, N.P. & Vye, S. 2011. The Growth of an Out-of-Class Learning Community through Autonomous Socialization at a Self-Access Centre. *Studies in Self Access Learning (SISAL) Journal*. 2 (4): 281-291.
- Joshi, K.R. 2011. Learner Perceptions and Teacher Beliefs about Learner Autonomy in Language Learning. *Journal of NELTA (Nepal English Language Learning Association)* 18 (12): 13-29.
- Lamb, M.V. 2004. 'It Depends on the Students Themselves': Independent Language Learning at an Indonesian

- State School. *Language Culture and Curriculum*. 17(3):229-245.
- Lamb, M.V. 2013. 'Your mum and dad can't teach you': Constraints on Agency among rural learners of English in the Developing World. *Journal of Multilingual and Multicultural Development*. 34(1): 14-29
- Latief, M.A. 2012. *Research Methods on Language Learning. An Introduction*. Malang: UM Press.
- Littlewood, W. 1999. Defining and Developing Autonomy in East Asian Contexts. *Applied Linguistics*. 20(1): 71-94.
- Meyer, B., Haywood, N., Sachdev, D. & Faraday, S. 2008. *What is independent Learning and What are the Benefits for pupils?* London Department for Children Schools and Families Research Report 051, 2008.
- Mineishi, M. 2010. East Asian EFL Autonomous Learning, Learner Perception on Autonomy and Portfolio Development: in the Case of Educational Contexts in Japan. *International Journals of Arts and Sciences*. 3(17): 234-241.
- Murray, G. 2011. Metacognition and Imagination in Self-Access Language Learning. In D. Gardner (ed). *Fostering Autonomy in Language Learning*. (pp.5-16) Gaziantep: Zirve University. Retrieved from <http://ilac2010.zirve.edu.tr>.
- Naeini, S.K. & Riazi, A.M. 2011. Beliefs and Autonomy. *European Journal of Social Sciences*. 20(3): 425-430.
- Nunan, D. 2009. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Oanh, D.T.H. 2007. Learner Autonomy in Asian Context: Independent Learning and Independent Work at the University Level (Vietnam). In Farrell, T.S.C. (ed) *Language Teacher Research in Asia. Language Teacher Research Series*. Virginia: TESOL Inc.
- O'Reilly, E.N. 2014. Correlation among Perceived Autonomy Support, Intrinsic Motivation, and Learning Outcomes in an Intensive Foreign Language Program. *Theory and Practice in Language Studies*. 4(7): 1313-1318.
- Ponton, K. & Paul B. Carr 2012. Autonomous Learning and Triadic Reciprocal Causation: A Theoretical Discussion. In *International Journal of Self-Directed Learning* 9(1) 1-10.
- Sakai, S., Chu, M., Takagi, A. & Lee, S. 2008. Teachers' Roles in Developing Learner Autonomy in the East Asian Region. *The Journal of ASIA TEFL* 5(1): 97-121.
- Shen, Q. 2014. Web- based Autonomous Learning in the Chinese EFL Setting. *Practice in Language Studies*. 4(7): 1409-1414.
- Slavin, R.E. 2010. *Educational Psychology for Learning and Teaching*. Melbourne: Cengage Learning.
- Stanley, G. 2006. Redefining the Blog: From Composition Class to Flexible Learning. In Hanson-Smith, E & Rilling, S (eds) *Learning Languages through Technology*. Teachers of English to Speakers of Other Languages Inc. (TESOL), Illinois: United Graphics Inc.
- Su, M. and Duo, P. 2010. EFL Learners, language Learning Strategy Use as a Predictor for Self-Directed Learning Readiness. *The Journal of ASIA TEFL*. 7(2):153-176.
- Suharmanto. 2003. Learning Autonomy: A Way to Improve EL in Indonesia. *TEFLIN Journal* 14(1) 21-30.
- Suharmanto. 2006. *Patterns of Relationship Among Some Selected Factors Affecting the Students' EFL Reading Comprehension*. Unpublished Dissertation. Malang: PPS UM.
- Weinstein, C. E. & Hume, L.M. 1998. *Study Strategies for Lifelong Learning*. Washington DC: APA Association.
- Widiati, U. 2010. *Pembelajaran Kemahirwacanaan (learning Literacy) untuk Mengembangkan Kemandirian Belajar (Learning Autonomy)*. Paper presented in the Inaguration of Professorship on TEFL at the State University of Malang Senate Open Session, Malang, 16 December 2010.
- Williams, M. & Burden R.L. 1997. *Psychology for Language Teachers: a Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Yan, G. 2007. Autonomous English Learning among Postgraduate EFL Learners in China: A Study of Attitudes and Behavior. *The Journal of ASIA TEFL*. 4(3) 47-70.
- Yan, G. & Xiaoqing Q. 2009. Chinese College English Learners' Attitudes and Behaviors in Computer-Assisted Autonomous Language Learning. *The Journal of Asia TEFL*. 6(2): 207-231
- Yang, T. 2007. Changes in Learner Autonomy by Means of Journal Writing: From the Point of View of Learners. Proceeding of the Independent Learning Association 2007 apan Conference: Exploring theory enhancing practice Autonomy across the discipline. Kanda Univesity of International Studies. Chiba, Japan, October 2007. [Http://Independentlearning.org](http://Independentlearning.org)
- Zhong, Y. 2008. A Study on Autonomy English Learning on the Internet. *English Language Teaching*. 1(2):147-150