EFL STUDENTS'ABILITY IN PERFORMING AUTONOMOUS LEARNING AND THEIR WRITING PROFICIENCY ACROSS COGNITIVE STYLES

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Abstract: This study is intended do investigate the relationship between students' autonomy and their writing proficiency across cognitive styles. Correlational research design was fit to understand the relationship between two continuous variables. To obtain the required data, Writing Autonomy Questionnaire, and writing test was administered to 155 students of sixth semester from two private colleges at Malang. The result presented that there is significant and positive correlation between those variables (r = .437). Meanwhile variables pressented gave contribution to the other variable due to its correlationship.

Keywords: students' autonomy, writing proficiency, cognitive styles

Abstrak : Penelitian ini bertujuan untuk mengetahui hubungan antara *autonomy* mahasiswa dan kemampuan menulis mereka berdasarkan gaya berpikir. Metode penelitian yang sesuai adalah korelasi untuk memahami hubungan dua variabel. *Writing Autonomy Questionnaire*, dan tes menulis disebarkan kepada 155 siswa semester 6 untuk memperoleh data yang diperlukan. Hasil peneliatian ini menunjukkan bahwa ada hubungan positif dan signifikan antara kedua variabel tersebut (r = .437). Sementara itu variabel yang teridentifikasi tersebut saling berkontribusi dikarenakan hasil analisa yang menunjukkan hubungan positif dan signifikan.

Kata kunci : belajar mandiri, kemampuan menulis, gaya berpikir

Over the past few decades, Communicative Language Teaching (CLT) become more prominent in Indonesian education especially English at formal institution. CLT has been trend in Asian EFL context including Indonesia recently and documented in international surveys such as by Jarvis (2004), Butler (2011), Ho & Wong (2004), and Nunan (2003). Along with the decree published by Indonesian government No. 12 Year 2012 Article 1 that the purpose of education is for developing students' potential consciously to have character, self management, as well as skills which will be essential in the society, the application of CLT approach in Indonesian education is seen to be an effective learning situation in which focusing more on meaning rather than form (English served as communication, not merely about sentence structure and grammar). In line with this approach, government expects all the teachers to nurture their students to have an ability to maintain and manage their own learning. Thus, autonomy appears to be recent issue nowadays in higher education. This kind of ability is called autonomy in which it is one of three basic psychological needs beside need for competence and need for relatedness (Deci & Vansteenkiste, 2004). Each individuals requires the ability to be aware and responsible toward his action whether it is initiated or spontanously. In academic setting, there have been a number of studies reveal that the higher degree of autonomy that students have, the better their academic achievement will be. Dafei (2007) and Myartawan, et al. (2013) have conducted similar study regarding autonomy in language learning, which was investigating the relationship between learner autonomy and English proficiency in higher education. The first one was conducted in China, while the other was in Indonesia. Both studies reveal that there is significant correlation between students' autonomy and English proficiency. Moreover, a study done by Lowe (2009) found that there was a positive, significant correlation between the total Score on the LAP-SF which measures individual's autonomy in learning and Grade Point Average (GPA).

Proficiency may be thought of as skill, adequacy, sufficiency for a defined purpose, or capability. In connection with speaking and writing which are productive skills in language learning, those become the predictor of someone's proficiency somehow when he/she perform English. Focusing in this study, proficiency in writing can be explored when a person have already mastered all micro and macro skills in writing. Hyland (2003) explained that writing as the visual channel and the productive mode of language is a vital skill for the L2 students to develop their language knowledge and the teaching of this skill has become central in second language classrooms. Further, students in higher education needs to write a good composition by themselves so that their proficiency can be reflected. Thus, writing autonomy directs to students' independency in writing and knowing what and how they should do monitored and consciously.

A number of existing studies, Lowe (2009); Dafei (2007); and Myartawan, et al. (2013) who put interest in similar areas, autonomous learning, investigate its relationship and English academic performance in general which was represented by GPA. Positive and significant correlation revealed in those previous studies. Besides, Kulsirisawad (2012) conducted experimental design about developing writing autonomy in EFL classrooms via peer feedback and found that it gives students more oportunities to take charage of theie learning process especially in writing. However, there is still lack of research which investigate the relationship between autonomous learning and English skill. Meanwhile students in higher education mostly majoring English and in the process of composing thesis, they are required to collect sources as many as posible and explore arguments to defense their ideas. This study was conducted at the Kanjuruhan University and Islamic University of Malang to the learners who have passed all paragraph writing involving genres and academic writing which expose argumentative essay. The consideration of choosing both of them was having similarity as the private university in Malang where the English Language Teaching Department is accredited B. Meanwhile, the sixth semester learners were apropriate for this study since they are required to apply what they have been learnt on the previous semester and they are preparing for teaching practicum that requires them to learn and perform independently. In addition, they have been being ready for writing their own thesis as the requirement to obtain Bahelor's degree. According to the information gathered from pilot study which lecturer and few learners were involved, learners who participated in this study mostly have learned English for more than 10 years since they were in kindergarten. Meanwhile, they were used to write Argumentative essay with browsing sources at first rather that baesd on their own logical reasoning. Besides, they were still need leads from the lecturer to write a composition well and more time at least a day until a week.Thus, autonomy serves as the important point for students in college level.

An effective language learner is characterized by any kind of personal characteristics, learning style and learning strategies. Rubin (1975), Stern (1975), Naimah, et al. (1978) noted that there are some descriptions of an effective language learner as well as considering his/her personal characteristics and awareness of learning style and strategies. Dealing with autonomy, Nunan, (1991) and Benson (2001) agree that those who are good and effective language learners will display a high degree of autonomy. The result of an investigation held by Nunan and Wang, (2011) show that the dominant style of more effective language learners was communicative, it is characterized by Field Independent and active. On the other hand, the dominant style for less effective language learners was authority-oriented. These learners exhibit characteristics of Field Dependent and passitivity since they are used to do better in "traditional classroom". In addition, Nosratina, et al. (2014) noted that there is significant relationship between learning style and learning strategies. Thus an effective language learner will be able to choose what learning strategies are suitable for them, and it will lead to higher degree of autonomy.

Another study conducted by Altun and Cakan (2006), Ahmadzade and Shojae (2013) which put interest in the relationship between cognitive style and academic achievement showing the different results. The first one noted that there is no relationship between cognitive style and academic achievement. Meanwhile, the other pointed out that there is significant relationship between cognitive style and academic achievement. The difference result is likely because of both studies conducted in two areas of study : computer and English.

Eventhough a number of existing studies have conducted the relationship between autonomous learning and academic achievement in general, this study is different from those previous studies. First, it concerns in investigating the relationship between learners' writing autonomy and their achievement across cognitive styles in college learners. Besides that, the present study also involves cognitive styles as one of the variables. Its purpose is to find out how cognitive styles have impact to boost learners' autonomy in writing proficiency which is considerably effective. All previous studies do not include cognitive styles as one of the variables. Further, the different setting of place and subject also distinguish this study compared to the previous ones. Because there are still lack of study which study about writing autonomy as well as the impact of cognitive style, this study is expected to support some theories related to that.

From background of the study mentioned earlier, the researcher formulates research question as follows :
1. Is there any relationship between learners' autonomy and their writing proficiency ?
2. Is there any significant difference between autonomy scores of FI and FD cognitive styles ?
3. Is there any significant difference between writing proficiency scores of FI and FD cognitive styles ?

METHOD

Explanatory correlational research was used in this study since it explores the correlationhip between two or more continuous variables (students' autonomy and writing proficiency). Here, students' autonomy (X) is predictor variable, while writing proficiency (Y) becomes criterion variable. The goal of correlational research is to predict other variable as the result of correlation and make the consistency of variables being investigated. Creswell (2012) asserts that although it is not as rigorous as experiment, correlational research can be best in making connection between variables and being best predictor for further result. Thus, it was appropriate for answering the research questions formulated in this study because it aimed at studying and investigating the relationship between two or more continuous variables (learners' autonomy and writing proficiency).

This study was done at Kanjuruhan University and Malang Islamic University which are located in Malang, East Java Province. Kanjuruhan University of Malang provides multicultural environment since the learners come from the Indonesia's ethnics groups, and Malang Islamic University has the Islamic religious ambience. Both of them are known of having accreditation B of English Department among other private colleges in Malang. They were chosen as the target population due

to accessibility, suitability, and availability reason. Kanjuruhan University of Malang provides 8 faculties with 11.497 learners in academic year 2015/2016 and Islamic Malang University consisted of 10.568 learners within 10 faculties. The research subjects of the study were the people who fit and and represent the conceptual construct for this study. They were undergraduate learners who were in sixth sesmester of English Department at both colleges and already taken Writing IV or Advanced Academic Writing course. The consideration of choosing sixth semester learners because of their readiness in teaching practicum for next semester. Moreover, they were getting content course, instead of skill course in this semester, and they have enough knowledge from the Structure, Vocabulary, and Writing course series. Then, the appropariate participants involved in this study were 155 students in total, from two classes at Kanjuruhan University of Malang and other five classes from Malang Islamic University within average 23 students in each class, considering their ability in writing argumentative essay and being ready for applying all their knowledge and skills in that level. Considering consistency in giving response to tbe questionnaire, only 108 of them were valid.

Instruments
GEFT (Group Embedded Figure Test)

Group Embedded Figure Test (GEFT) is a test used to determine individual's cognitive style whether he/she is Field Independent or Field Dependent style. It contains some complex figures/pictures and the participants are asked to simplify them. First introduced by Witkin (1954), it became main attention in describing cognitive style because of its simplicity and validity. According to Witkin et.al (1971), GEFT has been commonly applied to determine the FI and FD cognitive style. The researcher use this kind of test to determine the cognitive style because this test is valid and it has been investigated in many researches across cultural setting and accepted as quite reasonable (Altun & Cakan, 2006 : 290) and it has high reliability which is .82 (Witkin, et al, 1971). Moreover, a number of psychological tests use visual and spatial mode such as simplifying picture or rearrange jumbled picture into correct order to know the characteristics of test takers. In addition, it enables learners to analyze and find a hidden figure so that their critical thinking would be activated. Thus, it has been applied by many researchers on any levels of participants only for the subject classification

The test required each individual to find a specified simple form provided that was embedded within a complex design. The test consists of 3 sections which should be completed in 12 minutes. The first section is given for practice purposes and included 7 items to be done in 2 minutes. The real tests begin in both the second and third section. Those sections contains 9 items which each of sections have to be done in 5 minutes. The subject score will be based on these two sections. The correct answer will be scored 1 point while the wrong answer will have 0 point. The score will range from 0 (the most FD) to 18 (the most FI). Although Witkin et al (1971) do not specify a clear cut off score for determining field dependent and independent individuals, the researcher followed the conventional division system. The learners who scored 0-9 were categorized as FD, meanwhile those whose scores range from 10-18 were categorized FI. Further, during the administration of the GEFT, the exact procedures set out in the technical manual (Witkin, et al., 1971) regarding time limits and directions were closely followed.

Writing Autonomy Questionnaire

To measure the learners' writing autonomy the researcher adapted Learner Autonomy Profile (LAP) which was developed by Confessore and Park (2004) based on the four pillars of autonomy introduced by Meyer (2001), Carr (1999), Ponton (1999), and Derrick (2001) which developed measurements for each of them, ILD (Inventory of Learner Desire), ILR (Inventory of Learner Resourcefulness), ILI (Inventory of Learner Initiative), and ILP (Inventory of Learner Persistence).The questionnaire was constructed to three preconative factors and in general learning. Further the present questionnaire was modified into writing skill consisting writing process, reflection, and autonomy characteristics (supportive learning situation, conscious learning, and self learning management). In addition, learners' belief and self efficacy were added as the conative factors of autonomous learning which concerns more in learners' perception and what they believe in learning English. Considering that LAP-SF was valid analyzed by many researchers, reflected individual's intentional act to perform autonomous learning, this questionnaire was chosen to be adapted.

It then was tried out to the 31 learners of sixth semester who had the same characteristics with the target population. The result then showed that its reliability presesnted by Cronbach Alpha was .732. The 30 items then were analyzed and found that item number 1, 3, 10, 13, 21, 23, 27, and 30 were invalid because r counted (correlation) on two-tailed of those items were below r table (significance .05 or 5%). Consequently, the 22 items were used due to their validity.

Writing Test

In this study, writing test was administered to see learners' writing proficiency. Homogenity of learners' writing proficiency in target population for this study was required to determine learners' writing autonomy. In order to make them homogenous, they were taken from sixth semester according to the consideration they have passed all writing genres course. Besides, to make sure that their writing proficiency were similar, the researcher conducted test which ask learners to write their own essay based on certain topics. The required essay was hortatory explanatory text in the form of argumentative. It was chosen because argumentative essay promotes learners' critical thinking in exploring their arguments in certain ways. On

the subject matter and theme in the blueprint, the researcher considered to provide 10 familiar topics, which then learners were able to choose their preferences. The next stage, the researcher rated 3 most learners' preferred topics and added those into the writing prompt.

In giving score of productive skills such as writing and speaking, scorer's subjectivity usually appears. Cohen et al., (2007:117) describes reliability as the consistency of measurement. It is concerned with precision and accuracy. In this study, assessing learners' essay, the researcher used a writing scoring rubric which includes content, organization, accuracy, and mechanics. To avoid the appearance of inconsistency score due to the subjectivity of raters, the researcher applied inter-rater reliability.

In order to achieve the agreement between raters in understanding scoring rubric, they have to apply the same standards to their rating process. Raters were selected by considering their ability and experiences in teaching English, especially in writing. To ensure that both raters were applying the same standard to their scoring, they had a test previously. It was held held by giving them model of essays then score them based on the standard argumentative essay scoring rubric. When they were consistent in giving score for some times the tests were conducted, they could be raters for this study. After the analysis was done among raters, they had reliability in giving essay score was .989 (r = .989)

Data Collection

Data were collected by distributing GEFT at first to classify subjects based on their cognitive style which takes only 15 minutes. Then, participants were required to give response to Writing Autonomy Questionnaire by ticking the statements according to their appropriateness to their situation in learning English. At last, they were asked to write an argumentative essay at least three paragraphs (250-350 words) within time constraints (70 minutes) in which they have chosen the given topics previously.

Collection of the data was done firstly at Kanjuruhan University of Malang one week after the try out finished, while at Malang Islamic Unversity, questionnaire and writing test were undergone on the first week of semester. The participants involved in this study were taken from sixth semester students of English Department at Kanjuruhan University of Malang and Malang Islamic University. They were 155 students in total from two classes at Kanjuruhan University of Malang and other five classes from Malang Islamic University within average 23 students in each class. Collection of the data was done firstly at Kanjuruhan University of Malang one week after the try out finished in which class A on Tuesday, February, 23rd at 2 p.m while class B was on Thursday, February, 25th at 7 a.m. In addition, at Malang Islamic University, the distribution of questionnaire, GEFT, and writing test were held on March, 2nd 2016 for three classes, E, C, and D. The learners from last two classess, A and B were having those test on the day after.

Data Analysis

The primary data in this current research were in the form of Writing Autonomy Questionnaire result and Writing test in the form of Argumentative essay. The questionnaire was used to measure learners' autonomy in writing. After the learners finish doing the questionnaires, the researcher scored them. According to the score obtained from questionnaire, conventional classification was made to see the degree of their autonomy. For those who scored 22-44 were classified having low autonomy, 45—66 score was belong to moderate and learners who obtain score ranges from 67-88 would be highly autonomous.

To answer the research questions, there were two stages employed by the researcher in analyzing the data. The first was concerned with the descriptive statistics which purpose was to reveal the characteristics of the data, such as maximum score, minimum score, and standard deviation. Followed by testing normality and linearity of data, Kolomogrov-Smirnov and scatterplot diagram were employed to see that the gathered data were having normal distribution and linear relationship. The second stage deals with inferential statistics, to test the hypothesis. Testing hypothesis to answer the research questions was by using statistical computation. It aimed at investigating whether or not there is positive significant correlation between the variables (autonomy and writing proficiency) across learners' cognitive styles. The significant correlation was converted into null hypothesis to find the hypothesis significance as a basic of the null hypothesis acceptance or rejection. The criteria of acceptance or rejection of the hypothesis was a level of 0.05 (Level of Significance).

After getting the score from raters, the results were correlated to see the degree of their reliability. Further, the researcher computed the final score from both raters of the writing test and the questionnaire to examine the consistency by employing Pearson Product Moment Formula. The computation was done using SPSS 16 software. Writing Autonomy Questionnaire served as the X variables and the Y variable was represented by the Writing test score. When the positive correlation appeared between learners' autonomy and writing proficiency, there would be post hoc analysis which gain more possibilities within the relationship. Following the attribute variable involved in this study, the different score in autonomy and writing proficiency revealed. To answer the second and third research question dealing with which learners are more autonomous and proficient in writing between FI and FD cognitive styles, the researcher compared mean from the data by using independent sample t-test. At first, the researcher made equal number of learners from two groups, FI and FD. Then, the scores of autonomy questionnaire and writing proficiency from those learners computed into indepedent sample t-test. Lastly, mean obtained from the variables was being compared to see which one was higher or lower.

FINDINGS
Characteristics of Data

Descriptive statistics to show the characteristics of data is the first step in analyzing the data Table 1 reveals mean, range, both minimum and maximum score, and Standard Deviation from autonomy and writing proficiency score.

Table 1. Descriptive Statistics of Students' Autonomy and Writing proficiency

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Autonomy	108	33	53	86	65.45	6.781
Writing	108	58	32	90	66.63	10.937
Valid N (listwise)	108					

As shown in Table 3.1, the mean of writing proficiemcy which is 66.63, while the mean of the students' autonomy score obtained from questionnaire was 65.45, but then the range of writing score was quite wide which is 58, while autonomy score was only 33. Standard Deviation (SD) of students' autonomy was 6.781, on the other hand, writing proficiency scores having 10.937.

Before analyzing the relationship between variables (students' autonomy and writing proficiency), it is necessary to display the normal distribution of the data as well as their linearity. Its purpose is to ensure that those variables which are going to be analyzed, distributed normally to be put into correlation computation. Kolmogorov-Smirnov technique was used to investigate the normality test. The result presented in Table 3.2

Table 2. Normality Test of Students' Autonomy and Writing Proficiency One-Sample Kolmogorov-Smirnov Test

		Autonomy	Writing
N		108	108
Normal Parameters	**Mean**	65.45	66.63
	Std. Deviation	6.781	10.937
Most Extreme Differences	**Absolute**	.084	.095
	Positive	.084	.095
	Negative	-.042	-.068
Kolmogorov-Smirnov Z		.869	.987
Asymp. Sig (2-tailed)		.437	.284

a. Test distribution is Normal

From the Table 3.2, it was obvious that the data were distributed normally in which p-value from Kologorov-Smirnov analysis was above level of significance .05. From the total number of subject 108, the p-value from autonomy questionnaire was .437 and for writing proficiency was .284. The result showed that obtained p-value was higher than the level of significant, thus it fulfill the requirements to become normally distributed.

Testing the linearity of the data is necessary to understand that the variables relates to each other before getting into correlation analysis. Linearity is shown by using Analysis of Variance (ANOVA) table, which aims at understanding the sigificant coefficient of linearity, and scatterplot diagram to illustrate it. Table 3.3 presents the ANOVA table of linearity.

Table 3. Linearity Test of Students' Autonomy and Writing Proficiency using ANOVA Table

	writing*autonomy			Within groups	Total
	between groups				
	(Combined)	Linearity	Deviation from Linearity		
Sum of squares	4838.403	2.447E3	2391.239	7960.782	1.280E
Df	28	1	27	79	4
Mean square	172.800	2.447E3	88.564	100.769	107
F.	1.715	24.285	.879		
Sig.	.033	.000	.637		

The results of analysis showed that obtained p-value from Table 3.3 was above .05 level of significance (.637 > .05) Based on those results linearity of the data were exist within variables. Considering to illustrate the linearity, scatterplot diagram was displayed. When score from varriable X (students' autonomy) increases, will be followed by increasing score from variable Y (writing proficiency). The result of linearity test analaysis can be seen from the Figure 3.1
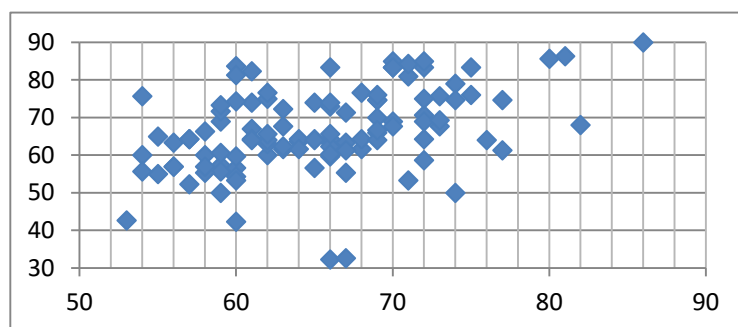

Figure 1. Scatterplot Diagram of Linearity Test from Students' Autonomy and Writing Proficiency

The diagram above presented the distribution of data which was linear as shown by the scatterplot which spread increasing normally when score from variable X (students' autonomy) was high, so was the score from writing proficiency. Eventhough some of data were not linear, it was obvious that majority of data were linear to be analyzed into correlation.

Relationship between Learners' Autonomy and Writing Proficiency

Conventional classification of the degree of students' autonomy in writing was decided, based on the minimum and maximum score they got from the questionnaire. The minimum score was 22 while 88 was the maximum score, thus it can be classified in which for those who achieved 22 – 44 (low autonomy), 45 – 66 (moderate autonomy) and 67 – 88 (high autonomy). Based on the result, it was found that there was none of them were having low autonomy. 58% of all students (63 in total) was high autonomy, while for moderate one was obtained by 45 students or 42% of all students. To investigate how students' autonomy have relationship with their writing proficiency, the researcher analyzed those variables using Pearson Product Moment with two-tailed direction within .05 level of significance (95%), and then a Table 3.4 provided below showing the degree of correlation between those variables.

Table 4. Correlation between Students' Autonomy and Writing Proficiency

		Autonomy	Writing
Autonomy	**Pearson Correlation**	1	.437**
	Sig. (2-tailed)		.000
	N	108	108
Writing	**Pearson Correlation**	.437**	1
	Sig. (2-tailed)	.000	
	N	108	108

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

From the output table above, it was shown that there is relationship between students' autonomy and their writing proficiency and it was positive. From 108 participants, the degree of correlation was .437 which was classified into moderate correlation. Significance of its correlation can be seen at two tailed within .05 level which was .00. Investigating whether there is significant correlation, .00 < .05 presenting that those variables were having positive moderate significant correlation.

Relationship between Learners' Autonomy and Writing Proficiency within Cognitive Styles

In correlational research, when variables included are having positive relationship, both of them contribute in which each part of data also shows positive relationship. Dealing with this study, there were two groups (FI and FD) involved beside variables (learners' autonomy and writing proficiency). In order to investigate how much the degree of correlation between those variables in each group, the researcher took the data from 32 learners in FI group and 76 from FD group. Table 5 revealed the correlation between variables in FI group.

Table 5. Relationship between Learners' Autonomy and their Writing Proficiency in FI group

		Autonomy	Writing
Autonomy	**Pearson Correlation**	1	.556**
	Sig. (2-tailed)		.001
	N	32	32
Writing	**Pearson Correlation**	.556**	1
	Sig. (2-tailed)	.001	
	N	32	32

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

From the table above, it was obvious that 32 learners who were categorized FI, their autonomy in writing had moderate correlation with their writing proficiency. The degree of correlation was .532 and it showed positive direction. With the two-tailed test and level of significance 5%, it has .001 significance, which was below .05.

The total number of FD learners was 76 in which it is more than 50% of all participants. After knowing the degree of correlation between variables from whole subjects and within FI group, the researcher seeked it out within FD group. The researcher took all of FD learners' score from autonomy and writing proficiency and then explore the relationship of their scores in autonomy questionnaire and writing test. The result of analysis of relationship between variables in FD group was displayed in Table 6.

Table 6. Relationship between Learners' Autonomy and their Writing Proficiency in FD group

		Autonomy	Writing
Autonomy	**Pearson Correlation**	1	.330**
	Sig. (2-tailed)		.004
	N	76	76
Writing	**Pearson Correlation**	.330**	1
	Sig. (2-tailed)	.004	
	N	76	76

Correlation analysis that was presented in Table 3.5 above showing .520 as the degree of correlation of the aforementioned variables. It was identified as moderate correlation according to classification proposed by Cohen (1994). Its significance at two tailed was .002, showing that the correlation was significant at the level .05. In order to answer second and third research questions, investigating which one between two groups (FI and FD) is more autonomous, the researcher used statistical computation independent t-test for comparing means in both groups. At first, each-32 learners from both groups were selected randomly as well as their score in autonomy questionnaire. Then, the data were analyzed to compare the means of score in each group, further it reveals which one is more autonomous. Th result of independent sample t-test in autonomy score can be seen in Table 7.

Table 7. Independent Sample t-test for Means of Learners' Autonomy Score in FI and FD group Group Statistics

CS		N	Mean	Std. Deviation	Std. Error Mean
Autonomy	**1**	32	69.66	5.917	1.046
	2	32	62.72	5.882	1.040

Independent Samples Test

			Autonomy	
			Equal variances assumed	**Equal variances not assumed**
Levene's Test for Equality of Variances	F		.003	
	Sig.		.954	
t-test for Equality of Means	T		4.704	4.704
	Df		62	61.998
	Sig. (2-tailed)		.000	.000
	Mean Difference		6.938	6.938
	Std. Error Difference		1.475	1.475
	95 %Confidence Interval	Lower	3.989	3.989
	of the Difference	Upper	9.886	9.886

There are two tables presented above, the first one is the descriptive statistics of data from group 1 (FI) and group 2 (FD), while the second one is the result of indpendent sample t-test with Levene's test. Looking through the Levene's test, significance p was .954, showing that the data were homogenous (significance p was above .05). For the t-test itself, the significance p was .000, unveiling that there is difference means in both groups at the level of significance .05 and .01 (significance p was below .05 and .01) in column of equal variance assumed due to the homogenity of data. To investigate which group is more autonomous, focusing more on means of score in FI and FD group. Taking a look closely at the table of group statistics, mean of autonomy score in group 1 (FI) was 69.66 while in group 2 (FD) it was 62.72. From the aforementioned result, mean from learners with FI style was higher than those with FD style. All in all, it can be said that FI learners is more autonomous than FD learners.

Relation of Writing Proficiency Score between FI and FD group

Dealing with the third research question, which group of learners is more proficient in writing, the researcher also used independent sample t-test. From 76 learners which had FD style, only 32 of them were used as the sample in this study who had been selected randomly. The result of independent sample t-test for FD group can be seen in Table 8

Table 8. Independent Sample t-test for Means of Writing Proficiency score in FI and FD group Group Statistics

CS		N	Mean	Std. Deviation	Std. Error Mean
Autonomy	1	32	69.09	13.347	2.360
	2	32	70.44	8.542	1.510

Independent Samples Test

			Autonomy	
			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		4.896	
	Sig.		.031	
t-test for Equality of Means	T		-.480	-.480
	Df		62	52.745
	Sig. (2-tailed)		.633	.633
	Mean Difference		-1.344	-1.344
	Std. Error Difference		2.801	2.801
	95 % Confidence Interval	Lower	-6.944	-6.963
	of the Difference	Upper	4.256	4.276

From 32 learners in FD group, Levene's test showed that p value for writing proficiency in both groups was .031 which was below level of significance .05 while for the t-test presented, both groups' scores were significant at .633. The result above explained that the data was not homogenous, but there is no any big differences of writing proficiency score between two groups. It can be seen from mean of group 1 (FI) 69.09 and group 2 (FD) 70.44 in which mean from FD group was slight higher than FI.

DISCUSSIONS
Relationship between Learners' Autonomy and Writing Proficiency

As to the relationship between autonomy and academic performance, some studies like that of Dafei (2007), Myartawan, et al. (2013), and Hurd (2006) dealt with this issue. They mentioned that there was positive correlation between students' autonomy and academic achievement and concluded that the higher degree of autonomy the students have, the more proficient they will be in language learning. Besides in Hurd's study, he found out that autonomy and motivation play a crucial role in succesful academic performance. Dealing with the objective of this study, investigating the relationship between lerners' autonomy and writing proficiency, statistical computation Pearson Product Moment was applied. The result was obvious that correlation between those variables was positive. Significance of its correlation can be seen at two tailed within .05 level which was 0. Investigating in which there is significant correlation, 0 < .05 presenting that those variables were having significant correlation. Meanwhile, correlation coefficent was .437 classified as moderate one according to Cohen (2007). Positive relationship appeared since r (correlation coefficient) was close to +1. Further, the data interpretation above shows that students' autonomy and writing proficiency have positive signficant correlation. In other words, the higher degree of autonomy

the students have, the more proficient in writing they will achieve. Drawing such conclusion, it is obligation to take a look closely to the degree in which correlation analysis had processed before. It was in line with the study of Grove, Wasserman, and Grodner (2006) who studied the relationship between GPA scores which reflects academic achievement and autonomy. They found that there was a positive significant relationship between autonomy and GPA. In the context of writing, since it requires complex skills and knowledge, students who write well will surely have understood all of those. In addition, writing is seen to be the final product of language skill which reflects someone's ability. The results of correlational analysis can be a prediction of causal relationship that performing autonomy to EFL students will affect to their writing proficiency.

In the context of writing, since it requires complex skills and knowledge, learners who write well will have understood all of those skills. In addition, writing is seen to be the final product of language skill which reflects someone's ability. Moreover, Shangarffam and Ghazisaeedi (2013) put interest in studying the relationship among EFL learners' autonomy, first language essay writing tasks and second language essay writing tasks in task/content based language instruction. Then they gave summary that learner autonomy of Iranian EFL learners was related with the quality of the essay writing, both English and Persian. Considering the learners' ability to perform autonomous learning reflected by Writing Autonomy Questionnaire which was distributed previously, learners were seen to be able to handle what they learn and how to make it more meaningful and effective. As previously stated by some researchers that an effective language learner perform autonomy for their learning process. In this study, learners who perceived high autonomy had an ability to set their own goal in writing, selecting the best strategy, and being aware of the whole learning process. Lastly, the noticed the importance of feedback given by lecturer or peers and being able to evaluate their composition by their own. Thus, performing autonomy in writing can be described as predictor for the better proficiency than those who do not perform autonomous learning.

Relation of Learners' Autonomy Score between FI and FD groups

FI and FD learners' characteristics have unique way to find an effective way to learn language. Dealing with autonomy, Nunan (1991) and Benson (2001) agree that those who are good and effective language learners will display a high degree of autonomy. Learners with FI style, perceive their autonomy by doing everything without any help from others, having conscious learning, and being analytic in ecah part of information. On the other hand, FD learners have their own style to reach high degree of autonomy where they are able to be less dependent to the teacher by creating learning community which then lead to subconscius learning.

Dealing with writing autonomy in language learning, Khodadady and Khodabakhshzade (2012) pointed out that documenting written work in a pile of portfolio and journal can be the best way to develop writing autonomy to learners. Equally important, Hung (2009) sum up that self-assessment was as an effective language learning strategy to promote autonomous language learning. From the existing theories related to writing autonomy, learners with FI style tend to fit this characteristics. Due to the analytic style which belong to Field Independent learners, they present conscious learning in which enabling them to see possibilities for reflection, redirection, and confirmation of their own learning efforts. Beside that, they learn by experiencing more by observing their previous composition to make a better one later on. Monitoring process from individual experience is what FI learners tend to prefer. Self-assessment, alongside with the compiling portfolio and journal, encourages language learners to assess their learning progress and in turn helps them to stay focused on their own learning. An effective language learner has ability to perform autonomy in learning which then lead to succesful in academic achievement. The presented results had shown that learners with Field Independent cognitive style have higher degree of autonomy than those who were Field Dependent style. Though there are still lack of studies which investigate this, but some scholars such as Nunan and Wang (2011) and Nosratina, et al. (2014) believed that learners who will be autonomous are those with closely related to conscious learning and self-directed one. Characteristics of individulas with FI style fulfill this theory since they monitor and evaluate independently what they have chosen to be applied into their learning.

In contrast, Kulsirisawad (2012), Bagheri and Aeen (2011), Hyland (2000), and Foroutan, et al. (2013) agree that autonomy in writing was built through activities which lead them to cooperate with others such as collaborative learning, direct feedback from teacher, and peer feedback. Social and embedded context support learners to develop writing autonomy, which characterize much to Field Dependent cognitive style. They believe that emphasizing the role of communication and social contacts in the form of commenting, exchanging ideas, collaborating, or adding some materials are important factors in developing autonomy among language learners. Impacts of surroundings into someone's learning become supportive context, help them to nurture autonomy with different way. They tend to see other else as their role model in learning and observing the environment for the sake of their learning. Those who belong to Field Dependent style prefer to learn by feeling and being dependent to others. In writing, they tend to work collaboratively with peers or lecturers to nurture the autonomy.

Relation of Writing Proficiency score between FI and FD groups

Dealing with relationship between cognitive styles and learners' academic achievement or which one is more proficient in language skills between FI and FD styles, there is not any definite studies that explain which style is more prominent in affecting individual's success than the other. Witkin (1977) shows the advantages of each preferences in achieving success in language learning. Some researchers (Chapele & Roberts, 1986 cited in Robertson) argued Field Independent learners have correlated to language learning success. They mentioned that FI learners were able to learn independently and

analytically, further they outperform FD learners in academic achievement. Contrastively, Johnson, Prior, and Artuso (2000) concluded that Field Dependence learning process has right advantage in social skills and dependency to the teacher. Though they have ability to be autonomous within social aspect, they were still affected much to their surroundings in obtaining academic achievement. To mediate the report of those studies, Brown, (2007 : 123) has suggested that both position process a certain degree of validity and having similar oportunity to acquire language skills faster in different way. However, Altun and Cakkan (2006) conducted a study to the learners majoring computer and noted that there is no relationship between cognitive style and academic achievement.The variety of result shown by researchers on which group of cognitive style perform better in language learning, basically because of context of learners and subject matter. In addition the study conducted by Jantan (2014) found out that there was low positive correlation between learners' cognitive styles and mathemathic achievement. Kheirzadeh and Kassaian (2011) study showed that there was no difference in the performance of FD and FI learners in general listening comprehension.

The third question was answered using similar statistical computation independent sample t-test with writing proficiency score from three raters. The results revealed that there was no difference of writing proficiency score between FI and FD cognitive styles. Following studies conducted by many researcher which mentioned that FI learners achieved better than FD, this current study explore more in mediating that both of them have similar oportunities to have high achievement instead of their different characteristics. In connection with writing proficiency, the study by Salmani-Nodoushan (2007) indicated that FI learners could write good isolated sentences, but they were not able to use sentences to form a unified holistic composition; and that FD learners, on the other hand, were good at the overall content and organization, but failed to attend to sentence-level grammaticality.

On the other hand, this present result of study is different from some existing studies conducted by Nilforooshan &Afghar (2007). They investigated the impact of cognitive styles in EFL writing performances then concluded that there is a significant difference between Field Dependent/ Independent groups in writing skill in general and narrative writing in particular with Field Independent learners outperforming the Field Dependent group. Considering FI learners are able to recall their short term memory, they fit to be task-oriented in writing a composition. Field Independent learners might have better abilities because of their higher cognitive skills in areas such as organization of knowledge recall, use of context cues, and use of imagery.

Despite of the similarity and differences result in this area of study, the results from this present study, add the existing information about the different characteristics of Field Independent learners and Field Dependent learners in perceiving academic achievement. In short, both groups are able to be proficient with similar oportunities but in different way. Their preferrence way of thinking will not give much influence into their proficiency in any other language skills.

CONCLUSION

This study attempts to explore the relationhsip between students' autonomy and their writing proficiency. Futher, the result of this study showed the recection of null hypothesis and the outcome of the present study indicates that there is positive and significant relationship between students' autonomy and writing proficiency. The correlation was classified into moderate one (.437) in which the data was normally distributed and linear. Supporting previous studies in the similar fields such as relationship between students' autonomy and academic achievement, the result of this study explore the relationship within one of language skills, which was writing. In short, higher degree of students' autonomy relates to the quality and proficiency of their writing.

In academic field, most researchers studied which group of cognitive style is better in reaching success than the other. They mentioned that individuals with FI style do better in any fields of education than those with FD style. Another objective of this study is to investigate which group of cognitive style is more autonomous between those with FI and FD. From the results of this study, mean of autonomous score from FI group was 69.66 and FD was 62.72. Learners with FI cognitive style act higher degree of autonomy than those who belong to FD style. Moreover, FI learners tend to learn effectively since they perform consciously which reflect autonomy.

Success in academic achievement is reflected in high score. In connection with language learning, it can be seen through GPA (Grade Point Average). Academists explored how cognitive styles affect learners' proficiency in which they mentioned that both of them (FI and FD) have difference charcteristics in obtaning success. There is no prominent style between those two in perceiving succesful academic achievement. Previous researchers who were interested in this area mostly found that FI and FD have similar ability in language learning, only the way they process information is different. Results of this study also showed that there is no difference in writing proficiency score between learners with FI and FD style. All in all, cognitive style is not considered to be the best predictor in individual's learning success.

Regarding to the results of this study, factor affecting students' writing achievement, which is autonomy, EFL students are expected to pay attention in understanding and implementing autonomy in their learning process. Lecturers, moreover, can create or vary learning environment and strategies to foster students autonomy which then encourage them to have high motivation and better academic achievement. At last, like any other studies, this study has some limitations. In order to obtain more reliable findings, futher studies with more participants from different context and involving other language skills need to be achieved.

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