

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter the researcher put some literatures related with this study are independent learning in classroom, characteristics of dependent and independent learners, teacher promote independent learning in classroom, schools can promote independent learning, key element of independent learning, model of independent learning, Skills required for independent learning, Characteristics of Middle School, environment of independent learning, effect of independent learning and previous study.

#### **2.1 Independent Learning in Classroom**

Self Directed Learning is another word for Independent Learning, which is a learning activity learning goals and how to achieve the goal set by the learner (Mudjiman, 2008). Another distribution from Mudjiman (2008), the Independent Learning synonymous with self directed learning, because both have the same characteristic. The researcher try to find another meaning about independent learning According to Knowles (1975), Self-learning is a process by which someone takes the initiative either with or without the help of others, in making the diagnosis of their learning needs, formulating learning goals, identifying sources of learning, choosing and implementing appropriate learning strategies and evaluating their own learning. (Darmayanti, 2000) According to Guglielmino (1991) with high self-reliance in learning to use a variety of learning resources, which is all sorts of sources that exist outside of a person (the student ) and which allow or facilitate the learning process (Rohani, 2004) However, the use of various range of learning resources, should be able to think critically, which is a process whereby an individual or individuals are required to interpret and evaluate information to make a judgment or decision based on ability, knowledge and

experience to apply. (Rosyidi, 2008) that all are another argument about independent learning and more global meaning.

Independence learning is also known by a number of other terms: learner autonomy, independent learning, lifelong learning, learning to learn, thinking skills (Sinclair, 2001). All these terms refer to a concept where learners are involved in their own learning process. By being involved in this process, they start to make meaningful connections with the world outside the classroom. Instead of relying on the teacher to do the thinking for them, they take responsibility for thinking and learning themselves. Learning then becomes more than the rote memorization of a series of facts and continues even after the learner has completed full time education.

One accepted understanding of learner independence is that it ranges across a continuum. At one end there are dependent learners who have had little opportunity to develop independent learning skills, and at the other end of the continuum there are learners who are self-directed, self-motivated and capable of learning without a teacher. Good learners will move gradually along the continuum with the help of peers, parents, teachers and appropriate learning experiences.

## **2.2 Characteristics of Dependent and Independent Learners**

Below has been compiled from a number of sources (Holec, 1981; Little, 1991; Dickinson, 1987; Broady & Kenning, 1996; Oxford, 1990; Barnett, 1993) and shows some of the characteristics of dependent learners and independent learners. Most learners would be somewhere in between the two extremes.

<b>Dependent learners</b>	<b>Independent learners</b>
rely heavily on the teacher	self-reliant is confident in your own abilities and able to do things for yourself not needing help from other people
cannot make decisions about their learning	can make informed decisions about their learning student ability to make conclusion about their learning
do not know their own strengths and weaknesses	are aware of their strengths and weaknesses, the student looking for the subject if the didn't understand about the material
do not connect classroom learning with the real world	connect classroom learning with the real world, the student ability to practice their subject with the real world
think that the teacher is wholly responsible for their learning	take responsibility for their own learning know about different strategies for learning
do not know the best way to learn something	plan their learning and set goals The students may have never had the opportunity to set learning goals. Initially setting learning goals will require a lot of help from teachers but it is a worthwhile exercise which encourages students to reflect and self-evaluate. The learning goals should be visited regularly and re-assessed

do not set learning goals will only work when extrinsic motivators such as grades or rewards are offered	are intrinsically motivated by making progress in learning proved by student's score
do not reflect on how well they are learning and the reasons	often reflect on the learning process and their own progress

People often assume that independent learning means that a student needs to work alone. Working alone does not automatically develop independent learning skills in , equally importantly, independent learning can also take place in the classroom. (Broady & Kenning, 1996).

A learning process in class can call by independent learning in classroom if teacher and have relation to give respond about the lesson and the teacher focus on learning and not teaching, Independent learning means that learners make decisions about their learning rather than relying on their teachers to do it for them. At first, many learners find this challenging. When they are more familiar with it, they realise that it allows them to focus on their own individual needs and to take account of the way they prefer to learn. Independent learning is not only about 'isolated' or 'unaided' learning, or operating without the help of teachers. It is as much about sharing ideas and problems and working together to resolve those problems. Talking things through and explaining ideas to each other can help learners to clarify issues and understand concepts more fully. The characteristics of independent learning can just as easily be demonstrated by a group working together as by an individual.

### 2.2.1 Creating independent learning

Do	Activity
Reflection	Encourage your learners to think about

	<p>what learning strategies work for them and what progress they are making. Provide pro formas for learners to record this.</p>
Sharing ideas	<p>Create opportunities for group and paired work, and for mutual support. Encourage learners to share stories and strategies, and seek ideas from other people in the group so that the teacher is not the only source of support.</p>
Questions	<p>Develop a learning atmosphere and exercises that encourage learners to ask questions. Use problem solving techniques rather than finding right and wrong answers to closed questions.</p>
Learner voice	<p>Learners tend to become more confident when they know that their views will be taken seriously, so provide opportunities for learners to express their needs and concerns. Help them to feel secure by establishing a clear code of conduct from the start of their learning.</p>
Catch confidence	<p>Provide a framework for recognising and recording progress and achievement.</p> <p>Include constructive comments from peers as well as teacher and learner feedback.</p>

	Tackle the self-doubt expressed as “I’m no good at that”.
Create opportunities for independent learning	Do not be afraid to leave your to tackle questions on their own or as part of a group exercise. Leave the room for a defined amount of time if that would help. Create plenty of opportunities for learners to practise their skills outside the classroom.
Learners centre stage	Encourage learners to demonstrate what they have learned; this helps to reinforce their learning. Ask them to explain points to others in their group. Help learners to feel safe with this level of exposure by explaining its purpose. If learners find it difficult, invite the more confident ones to share their coping strategies.
Support learners to develop their study skills	Build study support into your courses. Identify which literacy, language or numeracy skills learners need in order to cope with learning their subjects.
Progression	Encourage to identify their goals from the start of their journey with you. Discuss with them the learning that will help them reach those goals. Find out whether they

	<p>need support with developing their literacy, language, numeracy and speaking skills. Arrange Information, Advice and Guidance (IAG) support or visits to possible alternative venues for learning where appropriate.</p>
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### **2.3 Teacher promote independent learning in classroom.**

Most teachers would agree that independent learners are much more likely to succeed with their studies than those who are heavily dependent on the teacher. If are to achieve maximum success and cope with a world which is ever changing, They need assistance in acquiring skills which will help them to be more independent There are a number of ways that learner training can be weaved into regular classroom activities in order to promote more independence in learners and to help them along the continuum .This section will discuss eight ways in which teachers can assist with this process and promote lifelong learning skills.

#### **1. Give choices**

Giving regular opportunities to make choices will encourage them to reflect on their own interests and preferences. It will also make them start to take responsibility for learning. Examples of choices could be 'Choose activity A or B for homework' or 'Choose someone to work with' or 'Answer 3 out of the 5 questions' or 'Choose one of these two essay topics.' The teacher could take the opportunity to reflect with the on why the choices are there and why made certain choices.

## 2. Encourage group work

Group work is beneficial in that it provides learners with an opportunity to learn from each other in an active, involved way. In addition, it temporarily takes the control away from the teacher and gives it to the learners-- thus encouraging independence.

## 3. Encourage learners to predict how well they did on tests

Before teachers return a test paper to their , they could encourage the to consider how well they did. One example could be to give a blank copy of the test paper to to review in groups. This will start them reflecting about their strengths and weaknesses and the progress they are making. The reflective aspects of this process could help the make an appropriate learning plan. It will also help learners see that they are responsible for their learning.

## 4. Set some learning goals

The may have never had the opportunity to set learning goals. Initially setting learning goals will require a lot of help from teachers but it is a worthwhile exercise which encourages to reflect and self-evaluate. The learning goals should be visited regularly and re-assessed.

## 5. Use authentic texts

Authentic texts are materials which were not originally designed for learning purposes. They might include newspaper or magazine articles, TV, radio recordings and so on. These materials can be motivating as they connect the classroom with the outside world and make the see that learning does not take place only in the classroom. Teachers can encourage to bring in their own authentic texts to contribute to classroom activities in order to make them more meaningful.



## 6. Involve learners in lesson planning

Teachers could invite their to help plan the lesson from time to time. This will ensure that the lesson is interesting and relevant for them. In addition, it involves the in the learning process gives them the opportunity to reflect on their needs.

## 7. Encourage learners to keep learner diaries

These diaries can form a dialogue between the teacher and the learners which is mutually beneficial. It is an opportunity for teachers to see which areas find interesting and where they might be having problems, and also it is a vehicle for to reflect and write (or draw) honest comments about their learning. The diaries can be semi-guided initially but gradual ownership will give learners a sense of responsibility (Dam, 2002).

## 8. Scaffolding

this refers to the supportive structure provided by skilled others, in this case teachers, which aids students in their learning. The objective is the gradual transfer of responsibility from the teacher to the student step by step, the teacher responding flexibly to students' responses rather than following a predetermined teaching path

## 9. providing students with opportunities to self-monitor

the review suggested self-monitoring depends on the two processes of establishing goals and receiving feedback from others and from oneself. Teachers encouraged students to self-monitor by helping them use internal and external feedback to see whether the strategies they were using were effective for achieving learning goals

## 10. offering models of behaviour

independent learning was promoted by encouraging students to model the behaviour of their teachers, including, for example, teachers showing students how categorising information made it easier to remember

11. developing communication that included language focused on learning

this helped students become more aware of the steps involved in learning, understand their own learning styles and helped students and teachers share their thinking

12. providing feedback on homework

this was found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning.

## **2.4 Schools can promote independent learning**

There is a consensus in the literature that the promotion of independent learning necessitates a whole-school approach. This requires the support of senior managers and teachers.

1. Study support may be an important means for schools to enable independent learning since it provides students with an opportunity to choose their own learning activities and achieve their own learning goals. This may pave the way for students to become independent learners.

2. The self-regulation empowerment programme (SREP) developed in the US provides an application of Zimmerman's (2002) self-regulation theory. This programme involves making it clear to students that success in learning is under their control. However, there are several limitations of the SREP so when using the programme students' individual characteristics must be taken into account. This may be difficult to achieve in practice.

3. The key feature of devising innovative methods and strategies to involve disaffected students more fully in their learning to improve academic performance is characteristic of the approach used successfully in Education Action Zones (EAZs). This approach can be used to inform the implementation of independent learning.
4. There is a lack of good practice guidance and good examples of initiatives in initiating and supporting independent learning in schools. They are needed to help generate guidance on the steps that schools can adapt to implement and promote independent learning in their particular context.

## **2.5 Key elements of independent learning**

1. The key elements of independent learning may comprise factors which are internal and external to learners. The external elements are the development of a strong relationship between teachers and students and the establishment of an 'enabling environment'. The internal elements are the skills that individual students have to acquire.
2. The skills that students need for independent learning are cognitive skills, metacognitive skills and affective skills. Cognitive skills include memory, attention and problem-solving. Metacognitive skills are skills associated with an understanding of how learning occurs, while affective skills are skills that are related to feelings and emotions.
3. The strong relationship between teachers and students involves trust and a mutual responsibility for learning, which is based on teachers providing explicit messages about learning, teachers being attentive and responsive to students' interests and needs, and schools developing a greater consistency in their approach to learning.
4. To understand the relationship between teachers and students it seems

important to consider students' experiences in their family and local community since this allows students to relate learning occurring in school to their everyday lives, thus serving as a powerful motivator for students to engage in their own learning.

5. The 'enabling environment' includes the physical environment and material resources. Importantly it also includes social interaction and support from teachers and peers.

6. There is an implicit assumption in the literature that information and communications technology (ICT) has a useful role to play and can be an important part of the enabling environment.

7. The successful promotion of independent learning will require careful attention to the learning environment, focusing both on the relationship between teachers and students, and the wider physical environment and resources within it, including ICT. This has implications for the scope and content of any guidance offered.

## **2.6 Models of Independent Learning**

1. Models of independent learning build on the theoretical notion of learning styles. Of the many theories of learning styles, some suggest that individuals have different ways of learning, such as through written text or through imagery. This conceptualisation of learning has provided a useful basis for teachers and students to talk about learning.

2. Pintrich (2000) proposes a theoretical model of self-regulated learning that emphasises the importance of individuals planning, self-monitoring, controlling and evaluating their learning activities.

3. Zimmerman (2002) extends Pintrich's model by emphasising the importance of motivation within self-regulation. Zimmerman suggests that motivation influences the three phases of self-regulation: forethought, performance and self-reflection.

## **2.7 Required Skill for Independent Learning**

The skills required for independent learning can be divided into cognitive skills, metacognitive skills and affective skills.

1. Cognitive skills include memory, attention and problem-solving. Students need to have reached a certain level in their cognitive development, such as being able to decode basic information before they can embark on independent learning. Teachers are able to promote this cognitive development to encourage independent learning.

2. Metacognitive skills are skills associated with an understanding of how learning occurs, such as students being able to state how they learn and students being able to identify other people who help them with their learning. Metacognitive skills are necessary for students to self-assess their learning.

3. Affective skills are skills that are related to feelings and emotions, such as developing a value system, then internalising and acting on these values. Motivation is considered the most important affective skill and is directly associated with increased independent learning and can also be an outcome of independent learning.

4. An important skill linking motivation to independent learning may be 'delay of gratification', which refers to someone's ability to wait in order to obtain something that they want. Since motivation includes persistence in the face of difficulties and being willing to try again following initial difficulties, 'delay of gratification' may be important in order for motivation to be used for independent learning.

5. There is lack of agreement in the literature concerning whether the skills necessary for independent learning are domain-specific or can be readily

transferred across different subjects.

## **2.8 Characteristics of Middle School**

Early adolescents are in a particularly difficult state of development. As stated in the website document, Characteristics of Young Adolescents, “Youth between the ages of 10 to 15 are characterized by their diversity as they move through the puberty growth cycle at varying times and rates. Yet as a group they reflect important developmental characteristics that have major implications for those agencies that seek to serve them.” Middle school are experiencing dramatic changes in physical development, although the rate at which this development occurs varies individually.

Changes in height, and weight, and in body chemistry are taking place, along with rapid sexual development. This heightened physical growth, together with their tendency to be very active, causes frequent fatigue in early adolescence. Many of them find it difficult to cope with the many changes taking place in them and compare themselves unfavorably to their peers.

At the same time, they are often concerned about their ability to learn and whether or not they can meet the expectations of parents and other adults. of this age are sensitive and have a strong need for approval from others; thus, deflating comments or criticism sometimes have debilitating effects. Conversely, they are frequently thoughtless and calloused in their relationships with one another. They seek associations, relationships, and links with people, things, and new ideas. They are particularly concerned about peer approval and acceptance, and they need close friends their own age who can provide the comfort and understanding they find hard to get from adults.

### **2.8.1 Intellectual Development:**

- Display a wide range of individual intellectual development
- Are in a transition period from concrete thinking to abstract thinking

- Are intensely curious and have a wide range of intellectual pursuits,
- few of which are sustained
- Prefer active over passive learning experiences
- Prefer interaction with peers during learning activities
- Respond positively to opportunities to participate in real life situations
- Are often preoccupied with self
- Have a strong need for approval and may be easily discouraged
- Develop an increasingly better understanding of personal abilities
- Are inquisitive about adults, often challenging their authority, and
- always observing them
- May show disinterest in conventional academic subjects but are
- intellectually curious about the world and themselves
- Are developing a capacity to understand higher levels of humor

### **2.8.2 Moral Development:**

- Are generally idealistic, desiring to make the world a better place and to become socially useful
- Are in transition from moral reasoning which focuses on "what's in it for me" to that which considers the feelings and rights of others
- Often show compassion for those who are downtrodden or suffering and have special concern for animals and the environmental problems that our world faces
- Are moving from acceptance of adult moral judgments to development of their own personal values; nevertheless, they tend to embrace values consonant with those of their parents
- Rely on parents and significant adults for advice when facing major decisions

- Increasingly assess moral matters in shades of grey as opposed to viewing them in black and white terms characteristic of younger children
- At times are quick to see flaws in others but slow to acknowledge their own faults
- Owing to their lack of experience are often impatient with the pace of change, underestimating the difficulties in making desired social changes
- Are capable of and value direct experience in participatory democracy
- Greatly need and are influenced by adult role models who will listen to them and affirm their moral consciousness and actions as being trustworthy role models
- Are increasingly aware of and concerned about inconsistencies between values exhibited by adults and the conditions they see in society

### **2.8.3 Physical Development**

- Experience rapid, irregular physical growth
- Undergo bodily changes that may cause awkward, uncoordinated
- Movements Have varying maturity rates, with girls tending to mature one and one-half to two years earlier than boys May be at a disadvantage because of varied rates of maturity that may
- require the understanding of caring adults
- Experience restlessness and fatigue due to hormonal changes
- Need daily physical activity because of increased energy Develop sexual awareness that increases as secondary sex
- characteristics begin to appear Are concerned with bodily changes that accompany sexual maturation and changes resulting in an increase in nose size, protruding ears,



- long arms, and awkward posture
- Have preference for junk foods but need good nutrition Often lack physical fitness, with poor levels of endurance, strength,
- and flexibility Are physically vulnerable because they may adopt poor health habits
- or engage in risky experimentation with drugs and sex

#### **2.8.4 Emotional/Psychological Development**

- Experience mood swings often with peaks of intensity and Unpredictability
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity
- Seek to become increasingly independent, searching for adult identity and acceptance
- Are increasingly concerned about peer acceptance
- Tend to be self-conscious, lacking in self-esteem, and highly sensitive to personal criticism
- Exhibit intense concern about physical growth and maturity as profound physical changes occur
- Are concerned with many major societal issues as personal value systems develop
- Believe that personal problems, feelings, and experiences are unique to themselves
- Are psychologically vulnerable, because at no other stage in development are they more likely to encounter so many differences between themselves and others

### **2.8.5 Social Development**

- Have a strong need to belong to a group, with peer approval becoming more important as adult approval decreases in importance
- In their search for self, model behavior after older, esteemed or non-parent adults
- May exhibit immature behavior because their social skills frequently lag behind their mental and physical maturity
- Experiment with new slang and behaviors as they search for a social position within their group, often discarding these "new identities" at a later date
- Must adjust to the social acceptance of early maturing girls and the athletic successes of early maturing boys, especially if they themselves are maturing at a slower rate
- Are dependent on parental beliefs and values but seek to make their own decisions
- Are often intimidated and frightened by their first middle level school experience because of the large numbers of and teachers and the size of the building
- Are socially vulnerable because, as they develop their beliefs, attitudes, and values, the influence of media and negative experiences with adults and peers may compromise their ideals and values

### **2.9 The Environment Of Independent Learning**

Environment of independent learning is place that can be use to process of study

1. School

Environment of schools to enable independent learning since it provides student with an opportunity to choose their own learning activities and achieve their own learning goals

- Classroom

Is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.

- Library

Is another environment to student learning activities with the facilities of library can support the student to get more information about their study

## 2. at home

Home is the second place after school, student usually study at home to review the material from school or to do the home work from teacher its call feedback to student more understand about material from school with individually

### **2.10 The Benefits Of Independent Learning For Students**

The review found some evidence of the benefits of independent learning, including:

- improved academic performance.
- increased motivation and confidence.
- greater student awareness of their limitations and their ability to manage them.
- enabling teachers to provide differentiated tasks for students.

- fostering social inclusion by countering alienation.

## **2.11 Previous Study**

There is relevant previous research to prove the originality of this research is Mida Wheda (2010). Her research is entitled “Study On Classroom Interaction Of English Teaching-Learning Process In The Large Classes Of The First Year Students In Sman X ” in this study found that independent learning in classroom is good method to teacher in teaching English, with this method the teacher could analyse and know the characteristic of dependent learning and independent learning. And this method is about the student learned in classroom with teacher the process in classroom is very watched by teacher and after finished the lesson the teacher give corrective feedback, Teacher as facilitator, mentor, coach and guide Teachers are able to help learning in a myriad of ways and these will vary with every lesson and every student Providing learners with resource materials. Providing learners with opportunities to test out their learning, giving learners feedback on their progress and, helping learners to make sense of what they have learned, and the importance of developing learners' independence is the ways in which a teacher can incorporate learner training into a regular classroom. Developing independent learning abilities is not about letting work alone, it is about assisting to develop skills which will help them to become good learners to take responsibility for learning and to be able to apply these skills to any new learning situation.