

ABSTRACT

Wulandari, M. I. A. (2022). *Autonomous English learning by rural students with different socio-economic backgrounds*. Yogyakarta: Sanata Dharma University

Autonomous learning is a process of taking full control in learning with personal awareness and management. However, the application of autonomous learning cannot be generalized. Previous studies mostly highlighted college and high school students in urban areas. Its implementation in rural areas among junior high school students is still far from the spotlight. In this study, two research questions were formulated: (1) How do rural students with different socio-economic backgrounds exercise their learning autonomy in English? (2) What difficulties do rural students with different socio-economic backgrounds face in learning English autonomously?

Basic qualitative research method was employed to explore the implementation of autonomous learning in a rural area and the learning difficulties that students in Gayamharjo Village face. Open-ended interview and document analysis instruments were used in the research to study four rural students from different backgrounds, namely: entrepreneur, office worker, farmer, and daily laborer families.

The findings revealed that students demonstrated a variety of approaches to exercise their learning autonomy in the English subject. The findings also revealed that they encountered a variety of difficulties while learning English on their own. The differences in their methods and difficulties were primarily influenced by their family backgrounds.

Keywords: *autonomous English learning, rural students, socio-economic backgrounds*

ABSTRAK

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Belajar mandiri adalah proses mengambil kendali penuh dalam belajar dengan kesadaran dan manajemen pribadi. Namun, penerapan pembelajaran mandiri tidak dapat digeneralisasikan. Studi-studi sebelumnya kebanyakan menyoroti mahasiswa dan pelajar SMA di perkotaan. Penerapannya di pedesaan di kalangan siswa SMP masih jauh dari sorotan. Dalam penelitian ini, dirumuskan dua pertanyaan penelitian: (1) Bagaimana siswa pedesaan dengan latar belakang sosial ekonomi yang berbeda menjalankan otonomi belajar mereka dalam bahasa Inggris? (2) Kesulitan apa yang dihadapi siswa pedesaan dengan latar belakang sosial ekonomi yang berbeda dalam belajar bahasa Inggris secara mandiri?

Metode penelitian kualitatif dasar dilakukan untuk mengeksplorasi pelaksanaan pembelajaran mandiri di pedesaan dan kesulitan yang dihadapi siswa di Desa Gayamharjo. Instrumen wawancara terbuka dan instrumen analisis dokumen digunakan dalam penelitian untuk mempelajari empat siswa pedesaan dari latar belakang yang berbeda, yaitu: keluarga pengusaha, pekerja kantoran, petani, dan buruh harian.

Temuan mengungkapkan bahwa siswa menunjukkan berbagai pendekatan untuk melatih otonomi belajar mereka dalam mata pelajaran bahasa Inggris. Temuan ini juga mengungkapkan bahwa mereka menghadapi berbagai kesulitan saat belajar bahasa Inggris sendiri. Perbedaan metode dan kesulitan mereka terutama dipengaruhi oleh latar belakang keluarga mereka.

Kata Kunci: *autonomous English learning, rural students, socio-economic backgrounds*