

ANALISIS TERHADAP AUTONOMI PEMBELAJAR BAHASA DI UNY, UNNES DAN UPI

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ABSTRACT

Research on learning autonomy at UNY, UPI and UNNES aims to describe the autonomous model of French language learning used by students in acquiring French language skills.

Understanding the autonomous model in question, the model is broken down into three models, namely the lecturer-student interaction model, the assessment model provided by the lecturer, the autonomic learning model of four language skills. This research was designed using qualitative descriptive research methods. Data were obtained through surveys and interviews about foreign language learning, especially French.

The results of the study showed that the interaction between lecturers and students was dominated by an agency model that prioritized organizing learning and controlling progress in the form of daily checklists and notes. While the autonomous assessment model that students are interested in is a *self-assessment* model with justification for language competence. The use of certain learning strategies in realizing language learning autonomy is the most widely carried out learning model, such as metacognitive strategies that allow students to learn using technology and digital information sources, arrangements in learning planning and organizing language skills learning. The use of socio-affective strategies by engaging in communicating with native speakers of the target language shows an increased tendency to acquire the desired language competence.

Kata Kunci: *Autonomous models, Learning strategies, Digital technology*