

The Correlation between Autonomous Learning and Reading Ability of Grade X Students at SMAN 2 Bae Kudus

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Abstract

Reading ability plays a crucial role in students' English proficiency and overall academic performance. However, preliminary observations at SMAN 2 Bae Kudus indicated that many students still experienced difficulties in understanding English texts. One factor believed to contribute to this issue is the level of autonomous learning possessed by the students. Autonomous learning refers to students' ability to take charge of their learning process, including planning, monitoring, and evaluating their learning strategies. This study aims to investigate the correlation between autonomous learning and reading ability among tenth-grade students of SMAN 2 Bae Kudus. This research used a quantitative correlational design involving students from class X. Data were collected using two instruments: an autonomous learning questionnaire and a reading comprehension test. The results of the Spearman rank correlation analysis showed that there is a positive and significant correlation between autonomous learning and reading ability ($r = 0.621$, $p < 0.05$). This means that students with higher levels of autonomous learning tend to have better reading comprehension. These findings highlight the importance of integrating learner autonomy-based strategies in the English learning process to support improved reading outcomes.

Keywords: autonomous learning; reading ability; correlation; EFL; senior high school students

1. INTRODUCTION

Reading is one of the essential language skills that contributes significantly to students' academic achievement and overall educational success. In the context of English as a Foreign Language (EFL), reading plays a particularly vital role because it often becomes the primary source of language input for learners who have limited exposure to English in their daily lives (Setyowati et al., 2021). Through reading, students gain access to linguistic structures, vocabulary development, academic discourse, and global knowledge that may not be readily available through spoken interaction alone (Ari et al.,

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2024; Hendarto & Mulyadi, 2024; Lastari et al., 2022). Consequently, reading comprehension is widely recognized as a foundational skill that supports the development of other language skills as well as academic learning across disciplines.

In Indonesia, English reading comprehension is a core component of the senior high school curriculum. Students are expected to understand various genres of texts, such as narrative, descriptive, recount, exposition, and report texts, as stipulated in the national curriculum. These texts require learners not only to decode written language but also to interpret meaning, identify main ideas, infer implicit information, and critically evaluate content. Reading competence, therefore, is not merely a linguistic skill but also a cognitive and strategic process that demands active engagement from learners (Huettig & Pickering, 2019; Taylor & Clarke, 2021; Wang & Gao, 2022). Despite its central role, many Indonesian EFL students continue to experience difficulties in reading comprehension, particularly at the senior high school level.

Empirical observations and classroom practices indicate that reading remains a challenging skill for many learners. Preliminary observations at SMAN 2 Bae Kudus revealed that several tenth-grade students struggled to comprehend English texts effectively. Common difficulties included identifying main ideas, interpreting textual information, understanding unfamiliar vocabulary, and making inferences from texts. These problems often resulted in students relying heavily on word-by-word translation, which hindered their ability to grasp the overall meaning of the text (Prasetyanto et al., 2021). Such conditions suggest that students' reading difficulties cannot be attributed solely to linguistic limitations but may also be influenced by other learning-related factors.

One important factor that has been increasingly recognized in language education research is autonomous learning. Autonomous learning refers to learners' ability and willingness to take responsibility for their own learning process, including planning learning goals, selecting appropriate strategies, monitoring progress, and evaluating learning outcomes (Tonder et al., 2019). In contrast to traditional teacher-centered instruction, autonomous learning emphasizes learner agency and active participation (Duke et al., 2021; Par, 2020). Students who possess a high level of autonomy tend to be more motivated, self-directed, and independent in managing their learning tasks.

In the context of reading, autonomous learning plays a crucial role because reading comprehension requires strategic and self-regulated behaviour (Oates, 2019). Autonomous learners are more likely to employ effective reading strategies, such as skimming for general understanding, scanning for specific information, predicting content based on prior knowledge, and summarizing key ideas (Hartono, 2017; Wahyuni et al., 2020). They are also more capable of monitoring their comprehension and applying repair strategies when misunderstandings occur (Fadda, 2019; Lestari et al., 2020a; Sari & Han, 2024). As a result, autonomous learners are better equipped to handle complex reading tasks and to overcome difficulties encountered during reading activities.

The theoretical foundation of learner autonomy has been extensively discussed in applied linguistics and educational psychology. It defines learner autonomy as the ability to take charge of one's own learning, highlighting learners' responsibility in making decisions related to objectives, materials, methods, and evaluation. Similarly, Schunk & Greene (2018) emphasizes that autonomy involves cognitive and metacognitive dimensions, including self-awareness, self-monitoring, and self-evaluation. According to Little,

autonomous learners demonstrate control over their learning decisions, which leads to more effective and sustainable learning outcomes.

From a cognitive perspective, autonomous learning is closely associated with self-regulated learning theory. Self-regulated learners actively plan their learning activities, set goals, monitor their performance, and reflect on their progress (Zimmerman, 2013). These processes are particularly relevant to reading comprehension, as successful readers continuously evaluate their understanding and adjust their strategies accordingly. Therefore, learner autonomy can be seen as a critical factor that supports effective reading comprehension in EFL contexts.

Previous research has consistently shown that learner autonomy contributes positively to academic achievement. Studies have found that autonomous learners tend to demonstrate higher motivation, greater persistence, and better learning outcomes across various language skills (Amini et al., 2020; Maala & Mkandawire, 2022). In reading contexts, autonomous learners are more inclined to engage in extensive reading, explore diverse reading materials, and practice reading independently outside the classroom. These behaviors significantly enhance reading proficiency over time.

Ari et al., (2024) argue that effective reading requires the use of appropriate strategies, many of which are developed through independent learning habits. Readers who take responsibility for their learning are more likely to develop strategic awareness and flexibility in approaching different types of texts. In contrast, students with low autonomy may rely excessively on teachers for explanations and guidance, limiting their ability to develop independent reading skills.

Despite the growing interest in learner autonomy, empirical studies examining the relationship between autonomous learning and reading ability in Indonesian EFL secondary school contexts remain limited (Lastari et al., 2022). Much of the existing research has focused on learner autonomy in relation to vocabulary acquisition, speaking skills, or writing achievement. While these studies provide valuable insights, they leave a gap in understanding how learner autonomy specifically influences reading comprehension among senior high school students. Moreover, findings from university-level studies may not be directly applicable to secondary school learners, who are still developing their cognitive maturity and learning independence.

Given the importance of reading in EFL education and the potential role of learner autonomy in enhancing reading comprehension, it is essential to investigate the relationship between these two variables. Understanding this relationship can help educators identify effective pedagogical strategies to address persistent reading difficulties. If autonomous learning is found to be strongly correlated with reading ability, promoting learner autonomy may serve as a practical and effective approach to improving reading outcomes in EFL classrooms (Uz & Uzun, 2018).

Therefore, the current study aims to address this research gap by examining the correlation between autonomous learning and reading ability among tenth-grade students at SMAN 2 Bae Kudus. By focusing on this specific context, the study seeks to provide empirical evidence on the role of learner autonomy in supporting reading comprehension at the senior high school level. The findings are expected to offer valuable insights for English teachers in designing instructional strategies that encourage learner autonomy, such as goal setting, strategy training, and self-assessment activities.

Furthermore, this study is expected to contribute to the broader field of EFL research by enriching the existing literature on learner autonomy and

reading comprehension. From a pedagogical perspective, the results may inform curriculum development and classroom practices that promote independent, motivated, and responsible learners. Ultimately, fostering learner autonomy in reading instruction may help students not only improve their reading proficiency but also develop lifelong learning skills that are essential in the rapidly changing global landscape.

2. LITERATURE REVIEW

Autonomous learning has become a central concept in contemporary educational and language learning research due to its strong association with learner-centered pedagogy and lifelong learning skills. According to Liu et al., (2024); Mulyadi et al., (2025); Nückles et al., (2020); & Wijayatiningsih et al., (2023), autonomous learning is defined as learners' ability to take responsibility for their own learning processes. This responsibility encompasses making informed decisions regarding learning objectives, instructional methods, learning resources, and evaluation procedures. In this view, learners are not passive recipients of knowledge but active agents who shape and regulate their learning experiences.

The foundational definition of learner autonomy was introduced by Oates, (2019) who described it as the ability to take charge of one's own learning. This definition emphasizes learner responsibility and independence, marking a shift from traditional teacher-centered approaches toward learner-centered learning environments. Building on this perspective, Fadda (2019) argues that autonomy is not merely behavioral independence but involves deeper psychological dimensions. According to Little, autonomy encompasses cognitive, metacognitive, and affective components that enable learners to plan, monitor, and evaluate their learning progress effectively.

From a cognitive perspective, autonomous learners actively engage with learning tasks by selecting strategies that align with their learning goals. Metacognitively, they are aware of their strengths and weaknesses and are able to regulate their learning processes through planning, monitoring, and self-evaluation. Affectively, autonomy is closely linked to motivation, confidence, and perseverance, as learners who feel responsible for their learning tend to show greater commitment and resilience (Wahyuni et al., 2020). These dimensions collectively support learners in becoming more effective and self-regulated individuals.

Recent studies further emphasize the relevance of autonomous learning in the digital era. Liu et al. (2024) highlight that technological advancements and access to digital learning resources demand higher levels of learner autonomy. Students are increasingly required to navigate online materials, evaluate information credibility, and manage their learning independently. Similarly, Mulyadi et al. (2025) argue that autonomous learning is a critical skill for academic success in blended and technology-enhanced learning environments, where learners must balance guided instruction with independent study.

In the context of English as a Foreign Language (EFL), autonomous learning is particularly significant because learners often have limited opportunities to use English outside the classroom. Autonomous learners actively seek exposure to English through reading texts, watching videos, and

engaging with digital platforms, which enhances language input and proficiency (Zhu & Doo, 2021). Fitriati et al. (2023) and Wijayatiningsih et al. (2023) further assert that fostering learner autonomy in EFL classrooms supports students' ability to manage learning challenges and develop sustainable learning habits.

In addition, reading ability is widely recognized as a complex cognitive and linguistic skill that involves multiple interrelated processes. Lastari et al. (2022) define reading as an interactive process that requires readers to decode written symbols, comprehend meaning, interpret information, and evaluate ideas presented in texts. Reading comprehension, therefore, goes beyond literal understanding and involves constructing meaning through interaction between the reader, the text, and the context.

Reading comprehension skills include identifying main ideas, recognizing supporting details, interpreting implicit meanings, making inferences, and evaluating arguments. These skills require readers to integrate linguistic knowledge, such as vocabulary and grammar, with background knowledge and strategic processing. In EFL contexts, reading ability is strongly influenced by learners' vocabulary mastery, prior knowledge, and familiarity with text structures (Kanniainen et al., 2019).

Moreover, reading is not a passive activity but an active and strategic process. Effective readers employ a range of strategies before, during, and after reading. These strategies include predicting content, skimming for general understanding, scanning for specific information, monitoring comprehension, and summarizing key points (Kavani & Amjadiparvar, 2018). Learners who lack strategic awareness often struggle with reading comprehension because they approach texts in a linear and word-by-word manner.

In Indonesian EFL contexts, reading comprehension presents particular challenges. Many students rely heavily on translation and have limited exposure to authentic English texts. As a result, they may struggle to develop fluency and strategic reading skills. Therefore, improving reading ability requires not only enhancing linguistic competence but also fostering learners' strategic and metacognitive awareness.

The relationship between autonomous learning and reading ability can be explained through the framework of self-regulated learning theory. Autonomous learners are typically self-regulated learners who actively control their cognitive, motivational, and behavioral processes (Zimmerman & Schunk, 2015). In reading activities, self-regulation enables learners to set reading goals, choose appropriate strategies, monitor comprehension, and evaluate reading outcomes.

Autonomous learners are more likely to engage in extensive and independent reading practices, which contribute to vocabulary growth, reading fluency, and comprehension development (Challob, 2021). They are also more capable of identifying comprehension breakdowns and applying repair strategies, such as rereading or consulting additional resources. Consequently, learner autonomy plays a crucial role in supporting effective reading comprehension.

Several studies have reported a positive relationship between learner autonomy and academic achievement. Autonomous learners tend to use effective learning strategies, manage their time efficiently, and persist when facing challenging tasks. In EFL contexts, research indicates that autonomous learning enhances reading performance because learners independently select strategies that suit their learning needs and monitor their comprehension processes (Oates, 2019).

Muhid et al. (2020) and Yusuf & Widyaningsih (2020) emphasize that metacognitive regulation, a core component of autonomous learning, significantly contributes to comprehension outcomes. Learners who actively reflect on their understanding and adjust their strategies demonstrate higher reading achievement. Similarly, Wijayatiningsih et al. (2023) found that autonomy-supportive learning environments positively influence students' engagement and comprehension in language learning tasks.

Moreover, previous empirical studies have consistently shown that learner autonomy contributes positively to academic achievement. Autonomous learners tend to demonstrate higher motivation, better strategic behavior, and stronger persistence in learning tasks (Lestari et al., 2020). In EFL settings, several studies have reported that autonomous learning enhances language skills, including reading comprehension, because learners take initiative in managing their learning processes.

Research conducted in various EFL contexts indicates that students with higher levels of autonomy are more successful in reading comprehension tasks. These learners are more willing to explore diverse reading materials, practice reading independently, and apply strategies effectively (Soliman, 2014). However, despite these findings, research specifically addressing the relationship between autonomous learning and reading comprehension at the Indonesian senior high school level remains limited.

Most existing studies in Indonesia have focused on learner autonomy in relation to vocabulary acquisition, speaking performance, or writing achievement. While these studies provide valuable insights, they do not fully address how autonomous learning influences reading comprehension among secondary school learners (Arslantas & Kurnaz, 2017). Furthermore, studies conducted at the university level may not adequately represent the learning characteristics of senior high school students, who are still developing cognitive maturity and independent learning skills.

Therefore, there is a clear need for further research that investigates the relationship between autonomous learning and reading ability in Indonesian senior high schools. Understanding this relationship is essential for developing pedagogical strategies that foster learner autonomy and improve reading outcomes. The present study seeks to address this gap by examining the correlation between autonomous learning and reading comprehension among tenth-grade students at SMAN 2 Bae Kudus.

3. METHODS

This study employed a quantitative correlational research design to investigate the relationship between autonomous learning and reading ability among tenth-grade students at SMAN 2 Bae Kudus. A correlational design was selected because the primary objective of the study was not to manipulate variables or implement an experimental treatment, but rather to examine the degree and direction of association between two naturally occurring variables (Cresswell & Plano, 2018). Quantitative correlational research is widely used in educational studies to identify relationships between learners' characteristics and academic performance, particularly when variables cannot be ethically or practically controlled.

In this study, autonomous learning was treated as the independent variable, while reading ability functioned as the dependent variable. The correlational approach allowed the researcher to determine whether students

with higher levels of autonomous learning tended to demonstrate better reading comprehension (Lestari et al., 2020; Sari & Han, 2024). By using statistical analysis, this design provides empirical evidence regarding the strength and significance of the relationship between the two variables.

The research was conducted at SMAN 2 Bae Kudus, a public senior high school located in Kudus, Central Java, Indonesia. The school was selected based on accessibility, institutional permission, and the relevance of the research context to EFL learning at the senior high school level. English is taught as a compulsory subject at the school, and reading comprehension constitutes a major component of English instruction and assessment.

Preliminary observations conducted by the researcher indicated that students at this school demonstrated varying levels of reading ability and learning independence. These conditions made SMAN 2 Bae Kudus an appropriate setting for investigating the relationship between autonomous learning and reading comprehension.

The population of this study consisted of all tenth-grade students at SMAN 2 Bae Kudus in the academic year during which the research was conducted. Tenth-grade students were selected because they represent a transitional stage in secondary education, where learners are expected to develop greater independence and responsibility in their learning processes. Due to practical considerations such as time constraints and class availability, the sample was selected using a convenience sampling technique. This technique involves selecting participants who are readily accessible and willing to participate in the study. The sample was drawn from available tenth-grade classes that had received similar English instruction. Although convenience sampling may limit the generalizability of findings, it is commonly used in educational research and is considered appropriate for correlational studies conducted within a specific institutional context.

To collect the required data, this study employed two research instruments: an autonomous learning questionnaire and a reading comprehension test. Both instruments were designed to measure the respective variables accurately and systematically. The autonomous learning questionnaire was used to measure students' levels of learning autonomy. The questionnaire was constructed in the form of a Likert-scale instrument, which allowed respondents to indicate their degree of agreement with each statement. Likert-scale questionnaires are widely used in educational research because they are effective in capturing learners' attitudes, perceptions, and behaviors in a quantifiable manner.

The questionnaire consisted of items that measured several key dimensions of autonomous learning, including: learning independence, which refers to students' ability to study without excessive reliance on teachers. Motivation, which reflects learners' intrinsic and extrinsic drive to engage in learning activities. Learning strategies, which involve students' use of planning, monitoring, and evaluation strategies. Responsibility, which indicates learners' awareness of their role and accountability in the learning process.

Each item was rated on a scale ranging from strongly disagree to strongly agree. Higher scores indicated a higher level of autonomous learning. Prior to data collection, the questionnaire was reviewed to ensure clarity and relevance to the research context.

The second instrument used in this study was a reading comprehension test designed to assess students' reading ability in English. The test consisted of several reading passages followed by multiple-choice

questions. Multiple-choice items were selected because they allow objective scoring and are commonly used to assess reading comprehension in educational settings.

The reading test aimed to measure students' ability to: identifying main ideas, recognizing supporting details, interpreting implicit information, making inferences, and understanding vocabulary in context. The reading passages were selected to match the students' proficiency level and were aligned with the senior high school English curriculum. The test was administered under controlled conditions to ensure consistency and fairness.

Data collection was conducted during regular school hours with permission from the school administration and English teachers. Before administering the instruments, the researcher explained the purpose of the study to the students and assured them that their responses would be kept confidential and used solely for research purposes.

The autonomous learning questionnaire was administered first to avoid potential influence from the reading test. Students were given sufficient time to complete the questionnaire independently. Afterward, the reading comprehension test was administered. The total data collection process was completed within one session to maintain consistency in testing conditions.

The data collected from both instruments were analyzed using quantitative statistical methods. Students' responses to the autonomous learning questionnaire were scored and tabulated to obtain individual autonomy scores. Reading test responses were scored objectively based on correct answers. To examine the relationship between autonomous learning and reading ability, the Spearman rank correlation coefficient was employed. The Spearman rank correlation test was chosen because it is appropriate for analyzing relationships between variables measured on ordinal scales or when the data do not meet the assumptions of normal distribution. This non-parametric statistical technique determines the strength and direction of the relationship between two variables.

The correlation coefficient value (r) ranges from -1 to $+1$, where positive values indicate a positive relationship and negative values indicate a negative relationship. The significance level was set at 0.05 to determine whether the correlation was statistically significant. A significant result indicates that the relationship between autonomous learning and reading ability is unlikely to have occurred by chance.

Ethical considerations were taken into account throughout the research process. Participation in the study was voluntary, and students were informed that they could withdraw at any time without any academic consequences. Anonymity and confidentiality were maintained by using codes instead of students' names in data records. The study was conducted in accordance with ethical standards for educational research.

4. RESULTS AND DISCUSSION

The statistical analysis conducted using the Spearman rank correlation test revealed a correlation coefficient of 0.621 between autonomous learning

and reading ability among tenth-grade students at SMAN 2 Bae Kudus. According to commonly accepted interpretation guidelines, this coefficient falls into the category of a strong positive correlation. This finding indicates that there is a meaningful and consistent relationship between the two variables: as students' levels of autonomous learning increase, their reading comprehension scores also tend to increase.

In addition to the correlation coefficient, the significance value obtained from the analysis was 0.000, which is lower than the predetermined significance level of 0.05. This result demonstrates that the correlation between autonomous learning and reading ability is statistically significant, meaning that the relationship is unlikely to have occurred by chance. Therefore, the null hypothesis stating that there is no relationship between autonomous learning and reading ability is rejected, while the alternative hypothesis is accepted. These statistical results provide empirical evidence that autonomous learning is strongly associated with reading comprehension performance among senior high school EFL students. The findings suggest that learner-related factors, particularly autonomy in learning, play an important role in shaping students' reading achievement.

The results of this study reveal that students who demonstrate higher levels of autonomous learning tend to achieve better reading comprehension scores. This finding supports the theoretical framework proposed by Oates (2019) who argues that autonomous learners possess greater control over their cognitive, metacognitive, and affective processes. Such learners are more capable of planning their learning activities, monitoring their understanding, and evaluating their learning outcomes. In the context of reading, these abilities are crucial, as reading comprehension requires readers to actively engage with texts, apply appropriate strategies, and regulate their comprehension processes.

From a cognitive perspective, autonomous learners are better equipped to manage the mental demands of reading. They are more likely to identify reading purposes, activate prior knowledge, and apply strategies such as skimming, scanning, and inferencing. These strategic behaviors enable learners to process texts more efficiently and to construct meaning beyond surface-level understanding. Consequently, students with higher autonomy are able to comprehend texts more deeply and accurately.

Furthermore, the findings indicate that learner autonomy is closely linked to motivation and persistence, both of which are essential for successful reading comprehension. Learners who take responsibility for their learning tend to be more intrinsically motivated and willing to invest effort in challenging tasks. Reading in a foreign language often requires sustained attention and perseverance, particularly when learners encounter unfamiliar vocabulary or complex sentence structures. Autonomous learners are more likely to persist in such situations, using problem-solving strategies rather than abandoning the task.

This study aligns with previous research suggesting that learner autonomy plays a crucial role in enhancing EFL reading comprehension. Studies conducted in various EFL contexts have shown that autonomous learners tend to engage more frequently in independent reading activities and demonstrate higher levels of strategic awareness (Liu et al., 2024; Mulyadi et al., 2025; Nückles et al., 2020; & Wijayatiningsih et al., 2023). These learners are not only dependent on classroom instruction but also seek additional learning opportunities outside the classroom, such as reading online articles, short

stories, or academic texts in English. Such exposure contributes to vocabulary development, reading fluency, and comprehension ability.

The strong positive correlation found in this study also supports the notion that reading comprehension is not solely determined by linguistic competence. While vocabulary knowledge and grammatical understanding are important, reading success is also influenced by learners' ability to regulate their learning processes. Autonomous learning enables students to identify their reading difficulties, select strategies to address them, and reflect on their progress.

Therefore, autonomy functions as a mediating factor that enhances the effectiveness of reading strategies and learning experiences. Another important implication of this finding relates to the role of teachers in promoting learner autonomy. Although autonomy emphasizes learner independence, the development of autonomy does not occur automatically. Teachers play a vital role in creating learning environments that support autonomy by providing guidance, modeling strategies, and gradually transferring responsibility to students. For example, teachers can encourage students to set personal reading goals, reflect on their comprehension, and evaluate the effectiveness of their reading strategies.

The findings of this study highlight the importance of autonomy-supportive teaching practices in EFL reading instruction. Rather than focusing solely on teacher-led explanations, teachers can incorporate activities that foster self-regulated learning, such as guided reading tasks, strategy instruction, reflective journals, and self-assessment activities. By doing so, teachers help students develop the skills and confidence needed to become independent readers (Hartono, 2017; Wahyuni et al., 2020).

Moreover, the results suggest that fostering learner autonomy may help address common reading difficulties experienced by EFL learners. Students who struggle with reading comprehension often rely heavily on translation and teacher explanations. Encouraging autonomy can help these students shift toward more strategic and flexible reading approaches. Over time, this shift may lead to improved reading performance and increased confidence in reading English texts.

In the Indonesian EFL context, where exposure to English outside the classroom is often limited, promoting autonomous learning becomes even more critical. Autonomous learners are more likely to seek additional reading materials and practice reading independently. This increased exposure can significantly enhance language input and reading proficiency. Therefore, integrating learner autonomy into reading instruction may serve as an effective pedagogical strategy to improve reading outcomes (Ari et al., 2024; Hendarto & Mulyadi, 2024; Lastari et al., 2022).

Despite the significant findings, it is important to acknowledge that correlation does not imply causation. While the results indicate a strong relationship between autonomous learning and reading ability, they do not establish a causal link. Other factors, such as motivation, vocabulary mastery, and learning environment, may also influence reading comprehension (Wang & Gao, 2022). Future studies could employ experimental or longitudinal designs to examine causal relationships and explore how autonomy develops over time.

Overall, the findings of this study contribute to the growing body of research on learner autonomy in EFL education. By demonstrating a strong and significant correlation between autonomous learning and reading ability, this study reinforces the importance of learner-centered approaches in language instruction. The results suggest that promoting learner autonomy is not only

beneficial for developing independent learners but also for enhancing specific language skills, particularly reading comprehension.

5. CONCLUSION

This study concludes that there is a significant positive correlation between autonomous learning and reading ability among tenth-grade students at SMAN 2 Bae Kudus. Higher levels of autonomous learning contribute to better reading comprehension performance. Teachers are encouraged to integrate autonomous learning strategies into reading instruction to help students develop independence and improve their reading proficiency. Future studies may explore additional variables such as motivation, learning environment, or vocabulary mastery.

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