

**TEACHERS' AND STUDENTS' PERCEPTION
OF LEARNER AUTONOMY IN LANGUAGE LEARNING
AT SMAN 1 GEDANGAN SIDOARJO
THESIS**

Submitted In partial of the requirement for the degree of Sarjana
Pendidikan Islam (S.Pd) in Teaching English



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ABSTRACT

Nabila, Tuchfah Fulan. (2019) . *Teachers' and Students' Perceptions of Learner Autonomy in Language Learning at SMAN 1 Gedangan Sidoarjo*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Fitriah, PhD. Advisor II: Hilda Izzati Madjid, MA.

Keywords: Autonomy, Learner Autonomy, Student Perceptions, Teacher Perceptions

The purpose of qualitative study is to investigate the perceptions of the students' and teachers' of learner autonomy in English learning at SMAN 1 Gedangan. To achieve this, the students' and teachers' overall perceptions about learner autonomy in general were identified. The study was conducted with 63 students and 2 teachers teaching at SMAN 1 Gedangan. The data were collected through two different sources: students' questionnaire and teachers' interviews. The results highlight that the teachers' in the SMAN 1 Gedangan have positive perceptions about learner autonomy. The outcomes of the study also show that the teachers believed that students should be involved in decisions about their learning, and that the students have the potential to become autonomous learners. However, the majority of the students were unfamiliar with learner autonomy, these can be seen from the results of the questionnaires. Showing that out of 25 statement only 11 statement has high percentage. The teachers recommended that they should try to promote learner autonomy more in their courses by revising the curriculum, redesigning the courses, giving freedom to students to choose their topics for projects and assignments. The teacher also recommended that they should introduce autonomy to the students in early grade.

ABSTRACT

Nabila, Tuchfah Fulan. (2019) . *Teachers' and Students' Perceptions of Learner Autonomy in Language Learning at SMAN 1 Gedangan Sidoarjo*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Fitriah, PhD. Advisor II: Hilda Izzati Madjid, MA.

Keywords: Otonomi, Otonomi Pelajar, Persepsi siswa, Persepsi Guru

Tujuan dari penelitian studi kualitatif ini adalah untuk menyelidiki persepsi siswa dan guru terhadap otonomi pelajar di SMAN 1 Gedangan Sidoarjo. Untuk mencapai hal ini, persepsi siswa dan guru tentang otonomi pelajar secara umum akan diidentifikasi secara menyeluruh. Penelitian dilakukan dengan 63 siswa dan 2 guru yang mengajar di SMAN 1 Gedangan Sidoarjo. Data dikumpulkan melalui dua sumber yang berbeda: kuesioner untuk siswa dan wawancara terhadap guru. Hasil yang di dapat dari penelitian ini menyatakan bahwa guru di SMAN 1 Gedangan memiliki persepsi positif tentang otonomi pelajar. Hasil penelitian juga menunjukkan bahwa guru percaya siswa harus terlibat dalam keputusan tentang pembelajaran mereka, dan bahwa siswa memiliki potensi untuk menjadi pembelajar mandiri. Namun, sebagian besar siswa tidak terbiasa dengan otonomi pelajar, ini dapat dilihat dari hasil kuesioner. Hasilnya menunjukkan bahwa dari 25 pernyataan, hanya 11 pernyataan yang memiliki persentase tinggi. Para guru disarankan bahwa mereka harus mencoba untuk mempromosikan otonomi pelajar para guru menyarankan untuk merevisi kurikulum, mendesain ulang program, memberikan kebebasan kepada siswa untuk memilih topik mereka untuk proyek-proyek dan tugas. Guru juga merekomendasikan untuk memperkenalkan otonomi pelajar kepada siswa sejak awal.

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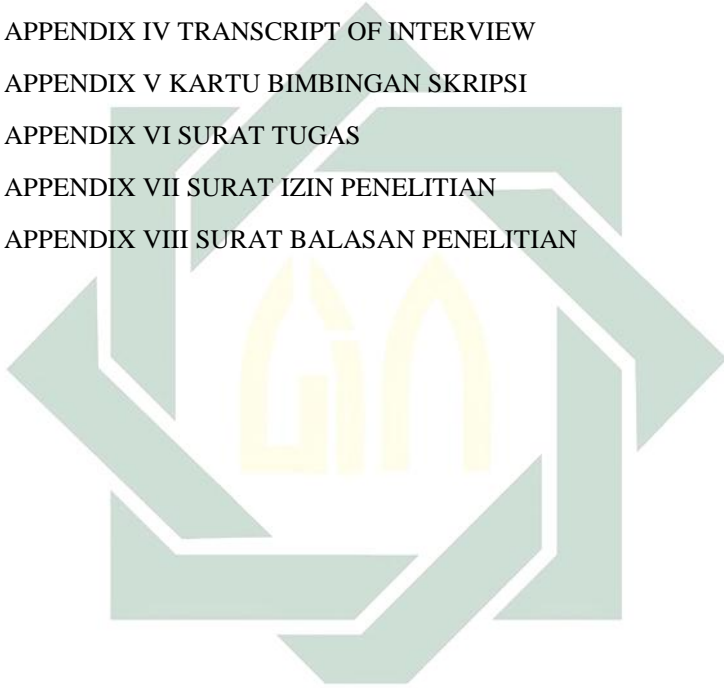
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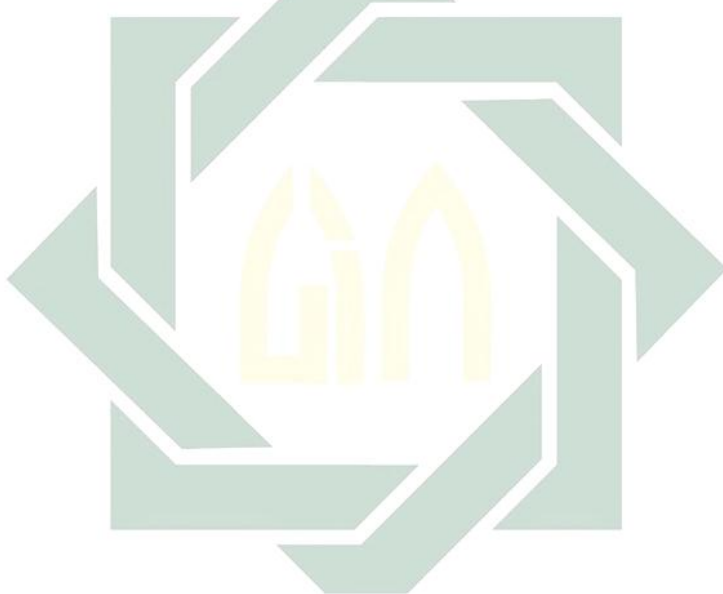
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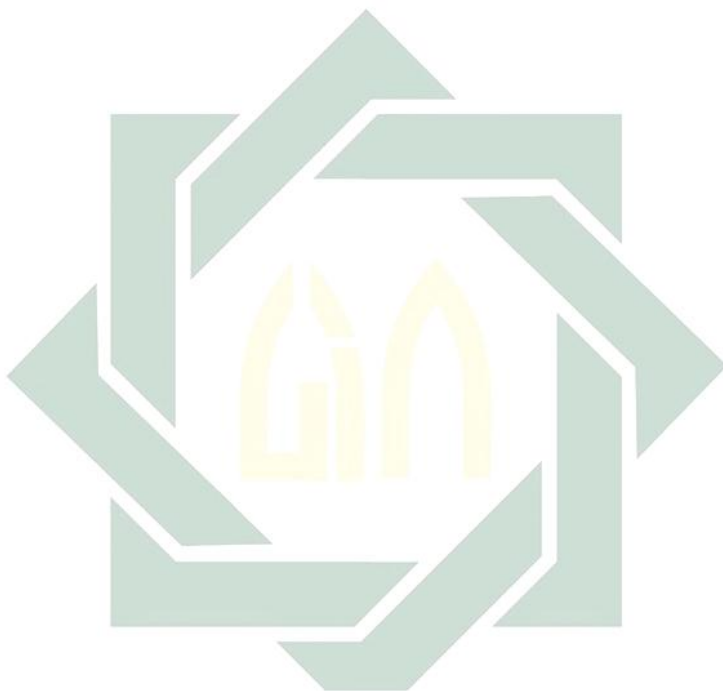
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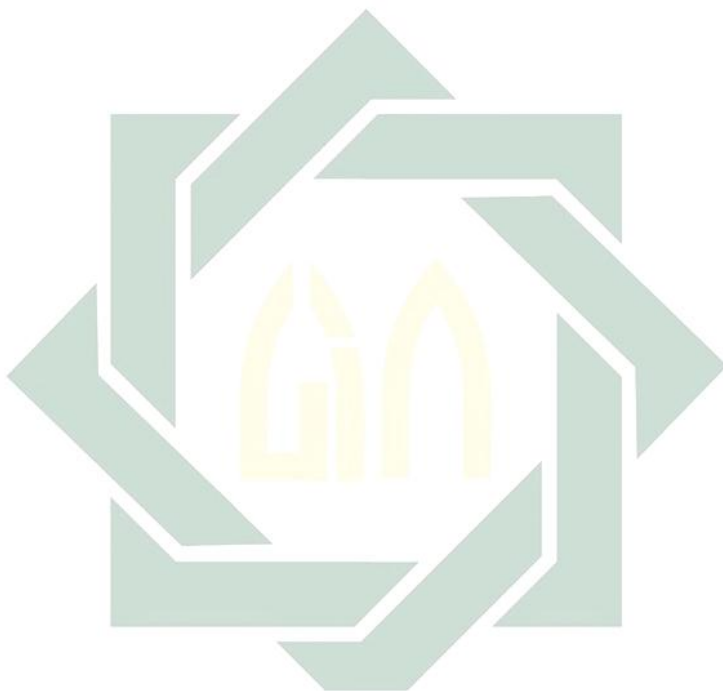
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LIST OF ABBREVIATION

1. SMAN : Sekolah Menengah Atas Negeri (Senior High School)
2. T1 : Teacher 1
3. T2 : Teacher 2
4. LA : Learner Autonomy



CHAPTER I

INTRODUCTION

This chapter provides a brief explanation about research background, research questions, objectives of the research, significance of the research, scope and limits of the research and definition of key terms.

A. BACKGROUND OF THE STUDY

Learner autonomy has become a major area as a complicated capacity that potentially has a great impact on personal growth and achievement, learner autonomy has been identified to be an ultimate goal of education for a long time. Autonomy has been defined in a number of ways in linked with language learning. Learner autonomy is a circumstance where the learners take the whole responsibility for their own learning. There are a lot of definitions of learner autonomy, Holec describes autonomy as “the ability to take charge of one’s own learning”, that learner autonomy is the general students’ ability to take charge of their own learning, taking decisions about all the aspects of the process of learning, such as setting goals, outlining contents, designing methods and styles, carrying out the control of the process of acquisition and evaluation of the results achieved. Learner autonomy is not an inborn ability , on the contrary, it must be acquired and developed deliberately, and systematically¹. On the other hand, Littlewood defines an autonomous person as “one who has an independent capacity to make and carry out the choices which govern his or her actions”². Moreover, Cotterall states that “learners who are autonomous might take responsibility by setting their own goals, planning practice opportunities, or assessing their progress”³.

¹Henry Holec, *Autonomy in foreign language learning*. (Oxford: Pergamon.1981).

² William Littlewood. *Autonomy: an anatomy and a framework* (Pergamon. 1996), 427-435.

³Stella Cotterall. “Developing a course strategy for learner autonomy”. *ELT Journal*.1995, 219-227

Autonomy in language learning is the key factor in learning. Voller and Benson explained that there are five points to differ the uses of autonomy in language learning. First, it can be used when learners study a subject entirely on their own self. Second, learner autonomy can be more utilized when they learn a narrow set of skills with self-directed learning. Third, this approach can be used to turn a nature skill mastered by the student that is not recognized or that may even be suppressed within institutions of learning. Fourth, learner autonomy can be utilized in teaching learning processes to make the students feel more responsible on their own learning. Finally, this approach can be used to encourage learners to take control of their learning process and acquisition⁴.

On the other hand, the teachers' also has big role in developing autonomy in students'. Benson states that "in order to foster learner autonomy, teachers themselves must display a degree of autonomy in their approaches to teaching and learning"⁵. In other words, Thanasoulas states that fostering learner autonomy by means is related to teachers'⁶. Little believes that learner autonomy depends on teacher autonomy⁷. Borg and Al Busaidi stated that to understand teachers' perceptions of learner autonomy is important when investigating the issues of learner autonomy, because teachers' perception can shape their practice and the opportunities of learners can take⁸. All around the world the teachers' has range of beliefs about the meaning of learner autonomy. The

⁴ Phil Benson – Voller, *Autonomy and independence in language learning* (London: Longman, 1997).

⁵ Phil Benson. *Teachers' and learners' perspectives on autonomy. In T. E. Lamb and H. Reinders, Learner and teacher autonomy: Concepts, realities and responses*, (Amsterdam: John Benjamins, 2008), 55-33.

⁶ Dimitrios Thanasoulas, "What is learner autonomy and how it can be fostered?", *TESL Journal*, (retrieved from <http://iteslj.org/Articles/Thanasoulas-Autonomy.html> on 23 Mei)

⁷ David Little. *Learner autonomy 1: Definitions, issues and problems* (Dublin: Authentik)

⁸ Simon Borg – Saleh Al-Busaidi, *Learner autonomy: English language teachers' beliefs and practices* (London: British Council, 2002a), 12-7.

teachers' beliefs that learner autonomy has the same meaning as learners can decide about what kind of things they want to learn, how they could achieve it.

Therefore, promoting learner autonomy is important for teachers'. For teachers' who able to promote and embrace learner autonomy in their own classroom, because teachers' and learner autonomy are closely related. According to Hui "It is teachers' autonomy to cultivate a good environment for learners so that learners to acquire and practice the knowledge autonomously"⁹. Learners usually has no desires to take responsibility for their own learning process and will not find it easy to describe critically on the learning process. This goes same on teachers' that need to increase their communication capacities with their autonomous learners.

To overcome this situation perceptions of both students' and teachers' are important factors in promoting learner autonomy. According to Sholeh, Autonomous learners is process that take long and continuous process, therefore the students' are required to have autonomy in language learning. Many learners still showed that obtaining good score is a good thing than developing their language acquisition¹⁰. A study found that teachers' perceive themselves to be responsible for the methodological aspect of language learning and motivating their students' to feel more responsible for assessing and evaluating their own learning.¹¹ There are some differences between previous research and present research. In the preliminary research has been done at Hongkong by Chan and only focus on teachers perception and the subject of the research is collegian students. In the other hand the research that have done by Qiwei Wei, on this research the researcher objective is EFL students university of Chinese and explore about students perceptions of learner autonomy in language learning through

⁹ Hui Yan, *Teacher-learner autonomy in second language acquisition* (Canadian Social Science, 2010), 66-69.

¹⁰ Agus Sholeh-Dwi Fita Heriyawati, *Promoting Autonomous Learning In Reading Class* (2015).

¹¹ Victoria Chan, *Autonomous Language Learning: The teachers' perspectives* (2010).

digital. The aimed of the research were to describe whether the students' autonomy were developed through the intevention and compared the perception of students of two different language performance level. Meanwhile, this study explore about the students' and teachers' overall perceptions about learner autonomy in general and it is conducted at SMAN 1 Gedangan.

Therefore, it may be very useful to explore the students' and teachers' perceptions regarding the learner autonomy in language learning at SMAN 1 Gedangan. Students' should be encouraged to become more autonomous as learners to improve their English.

B. Research Question

The present study seeks to answer the following research questions.

1. What are the students' perceptions of learner autonomy in language learning ?
2. What are the teachers' perceptions of learner autonomy in language learning ?

C. Objective of the Study

Related to the research questions, the objective of the study are:

1. to describe students' perceptions of learner autonomy in language learning.
2. to describe teachers' perceptions of learner autonomy in language learning.

D. Significance of the Study

The results of this research are expected to give the theoretical and practical contribution. The findings of this study may reveal to what extent students autonomy and teachers contribution in making students become learner autonomy in SMAN 1 Gedangan Sidoarjo. In addition, the teachers can become more aware of their own assumptions and practices in the classroom concerning learner autonomy. Similarly, this study may raise students' awareness about the concept of autonomy and its importance in language learning. Finally, all this may help to foster autonomy further in the School.

E. Scope and Limitation

To avoid misunderstanding of the problem in this study, it is very important for the researcher to limit the problem. The scope area of the study is focused on the students and teachers' perception towards learner autonomy in language learning. The limitation of the study are the researcher only take two classes at grade XI as the participants and take two English teachers on SMAN 1 Gedangan Sidoarjo. The researcher only focus on students' perceptions of learner autonomy and teachers' perceptions regarding learner autonomy and investigating to what extent autonomous learning is promoted at eleven grade of students. The researcher took two English teachers who teach eleven grades in order to reach in depth the teachers' perceptions from their students.

F. Definition of Key Terms

To avoid misunderstanding of concept in this research, some definitions are provided as follows:

1. Autonomy

Autonomy is when the students transfer what they have learned into different contexts of learning. Moreover, Henry Holec defines that every individual has the ability that society demands and must develop its abilities, and those abilities can make them feel more responsible in solving their challenges of the society they live in¹². This means that students should be aware of making their own decisions on learning processes. Students should have the skills and tools to become more responsible for their own work in order to take control of learning and become motivated to succeed. Learner autonomy is a prominent area to develop constructive and effective language learning in English class. In this research, learner autonomy relies on the idea of freedom to have a choice in learning situations, make students become more responsible, allow learners to set up the lesson, and evaluate the process.

¹²Henry Holec, *Autonomy in foreign language learning* (Oxford: Pergamon, 1981)

2. Teachers Perceptions

Teacher perception is teacher's thought about their students are shaped by their background knowledge and life experiences about learner autonomy. In teaching English, teachers have a crucial role in developing autonomy in their learners. Samuels argue that the primary reason for this is that the teacher's decisions and work activities is defined by the teacher's role in the classroom setting¹³. In this research teachers' perceptions is teachers' role in fostering learner autonomy inside or outside the classroom.

3. Perception

Perception refers to how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditory, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views¹⁴. In this research, the researcher will find out both from students and teacher perception of learner autonomy.

¹³ Julian Joseph Samuels, "Impingements on teacher autonomy". *Urban Education -SAGE Social Science Collections*. Vol. 5, 1970, 152-171

¹⁴ Don Hamachek, *Psychology in teaching, learning and growth*(5th edition. Boston: Allyn & Bacon, 1995)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives detail explanation of the theories which support this research. It includes review of related literature and some previous studies that relate to the topic. The theories that relate in this research are including definition of autonomy, student's autonomy and teacher autonomy. Moreover, perceptions of learner autonomy for students and teacher are explained by reviewing several studies on the perceptions of students and teachers' regarding learner autonomy in various contexts.

A. Theoretical of Background

1. Autonomy

Littlewood states that autonomy has been a major area of interest for many years¹⁵. Many scholars have defined autonomy from different perspectives. For instance, Benson defined autonomy as the ability of people to have control over their own lives as individuals, and within the specific context of learning, autonomy refers to the individual learner's control over the learning process inside and outside the classroom¹⁶. Benson also argues that autonomy in language learning denotes control and decision-making as regards language acquisition, including the various methods and techniques used to acquire the desired language¹⁷.

Furthermore, Chan defines autonomy as "to have and to hold, the responsibility for all the decisions concerning all aspects of this learning"¹⁸, and Joshi states that "it is the complete responsibility for one's learning carried out without

¹⁵ Wiliam Littlewood, *Autonomy: an anatomy and a framework*(Pergamon, 1996), 427-435.

¹⁶ Phil Benson, "Autonomy in Language Learning" (Retrieved on Mei 2019 //<http://ec.hku.hk/autonomy/what.html/> and <http://ec.hku.hk/autonomy/>)

¹⁷ *ibid*

¹⁸ Victoria Chan, *Readiness for learner autonomy: What do our learners tell us? Teaching in Higher Education*, (2001).

the investment of a teacher or pedagogic materials”¹⁹. Boud on the other hand, defines autonomy as the students’ taking greater responsibility for their learning and not simply following the given instructions.

Little argues that since the word ‘autonomy’ has some popular connotations such as individual freedom and independence, ‘autonomy’ in the learning environment is often mistakenly understood as a type of learning without a teacher²⁰. Autonomy, according to Benson, can be observed in circumstances where the students take the lead in their own learning, potentially after formal schooling has ended, and he states that the primary issue for educators is how to improve learners’ abilities to take on such autonomy when the need arises²¹.

Finally, Dickinson describes ‘autonomy’ in terms of the learner’s taking full responsibility for all learning decisions in the classroom²², whereas Andreu approaches ‘autonomy’ more as an attitude towards learning that rests on the recognition that the learner has responsibilities for their own learning outcomes.²³

As the expert explained, autonomy is an act came from the person itself to lead their freedom in doing their works. It came from their willingness in feeling the responsible toward their work. The students feel it is necessary to control or oversee their learning process. In here the students can independently set their goals, determining their learning

¹⁹ Kalyani Rajiv Joshi, *Learner perceptions and teacher beliefs about learner autonomy in language learning*, (2011), 13-29

²⁰ David Little, *Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles* (Revista Canaria de Estudios Ingleses, 1999), 77-88

²¹ Phil Benson, *The philosophy and politics of learner autonomy*. In P. Benson & P. Voller (eds), *Autonomy and independence in language learning* (London: Longman, 1997), 18-34

²² Cited from Farahi Parmis, *Teachers and students perception of learner autonomy in the elt departement* (Mediterranean, 2015)

²³ Ibid. Page 58

strategy, know their weakness, doing homework and actively using target language both inside or outside the classroom.

2. Learner Autonomy

Borg & Al-Busaidi states that Learner autonomy has been a major area of discussion in foreign language teaching and learning for about three decades²⁴. There are various definitions of learner autonomy. For example, Holec, defines autonomy as “the ability to take charge of one’s own learning”²⁵. Holec, explains learner autonomy as the ability of the learner to take responsibility for all aspects of their learning experience, from determining their learning objectives, to defining the content, to selecting the learning methods to be used, to determining how to measure and monitor acquisition²⁶. Similarly, Dickinson elaborates on the concept of ‘learner autonomy’ by defining it as the learner’s ability to take all decisions for his or her learning. Littlewood defines “an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions”.

Autonomous learners learn entirely on their own and determine the direction of their own learning. They have the scopes for exercising their responsibility for their own learning. In David Little’s terms, learner autonomy is essentially a matter of the learner’s psychological relation to the process and content of learning-a capacity for detachment, critical reflection, decision making, and independent action.²⁷ Van Lier also argue that Autonomous learners need to make significant decisions about what, how, and when to learn.²⁸ Little said that

²⁴ Simon Borg-Saleh Al-Busaidi, *Learner autonomy: English language teachers’ beliefs and practices* (London: British Council, 2002) 12-07

²⁵ Henry Holec, *Autonomy in foreign language learning* (Oxford: Pergamon, 1981)

²⁶ Ibid page 44

²⁷ David Little, *Learner autonomy 1: Definitions, issues and problems* (Dublin: Authentik, 1991)

²⁸ Lier Van, *The AAA curriculum interaction in the Language curriculum: Awareness, autonomous, and authenticity* (London, New York: Longman, 1996)

In the process, they establish a personal agenda for learning that sets up directions in the planning, pacing, monitoring, and evaluation of the learning process.²⁹ The autonomous learner is a self-activated maker of meaning, an active agent in his own learning. Things merely do not happen to him; rather his strong willingness causes things happen. It seems that learning is the consequences of his own self-initiated interaction with the world. In autonomy-oriented classroom the learner will enjoy the freedom of choosing their own goals, activities and assessment tools. In like manner, Benson assumed that “Learner-centered practice generates autonomy in the language classroom.”³⁰

Ommaggio stated that, there seem to be seven main attributes characterizing autonomous learners

1. Autonomous learners have insights into their learning styles and strategies;
2. Take an active approach to the learning task at hand and has responsible in their task;
3. Are willing to take risks, to communicate in the target language at all costs;
4. Are good guessers;
5. Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
6. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
7. have a tolerant and outgoing approach to the target language.³¹

Little also states that “in formal educational contexts, learners are autonomous when they set their own

²⁹ David Little, *Learner autonomy: A theoretical construct and its practical application*. Die (Neueren Sprachen, 1994), 430-442

³⁰ Cited in Jia Inozu, “Developing learner autonomy in the language class in Turkey: Voices from the classroom” (English Language Teaching Department, Faculty of Education, Cukurova University, 2010)

³¹ Ommaggio, “*Successful language learners: What do we know about them*” (ERIC / CLL News Bulletin, May, 2-3. 1978)

learning agenda and take responsibility for planning, monitoring and evaluating particular learning activities and the learning process overall”.³² Also Little characterizes autonomous learners by their active involvement in the planning, monitoring and evaluation of their learning.³³ Likewise, Chan believes that autonomous learners must be able to control their learning at every stage, from setting their learning goals to developing study plans and assessing their own progress.³⁴

Joshi, on the other hand, defines an autonomous learner as “one who has capacity to make and carry out the choices which govern his or her actions independently”.³⁵ When autonomy is encouraged in the classroom, Joshi suggests, the learners take on more responsibilities and make more of the choices about their learning, yet often with the guidance and support of their teachers. Furthermore, as Cotterall states, autonomous learners can take responsibility in identifying their own goals, planning practice opportunities, or evaluating their progress. In addition, Hedge asserts that they can take responsibility for their learning, by planning and evaluating their learning processes independent of the teacher.

Autonomous learning, according to Lamb, means not only assuming control over how one acquires knowledge but also finding the underlying motivations for learning.³⁶ Likewise, Borg and Al-Busaidi claim that “learners will not develop autonomy unless they are willing to take

³² David Little, *Learner autonomy, inner speech and the European Language portfolio. Advances in Research on Language Acquisition and teaching: Selected Papers* (Gala, 2010), 27-38

³³ Ibid, P27-38

³⁴ Victoria Chan, *Readiness for learner autonomy: What do our learners tell us? Teaching in Higher Education*, (2001), 505-518.

³⁵ Joshi, K. R. “Learner perceptions and teacher beliefs about learner autonomy in language learning”. *Journal of NELTA*, vol 16, 2011, 13-29.

³⁶ Lamb, *Learner autonomy and teacher autonomy: Synthesising an agenda*. (Amsterdam: John Benjamins, 2008), 269-284.

responsibility for their learning”.³⁷ Balcikanli also focuses on motivation and states that the more students take control of their language acquisition, the more enthusiastic they will be towards learning.³⁸ Lastly, Thanosaulus defines the autonomous learner as an active agent, who initiates their interactions with the world, rather than one who simply allows the world to impact the students.³⁹

3. Teachers Role in Facilitating Learner Autonomy

Teachers hold important roles in implementing LA activity in classroom context. Management for learning and learning content should be defined by the learners independently or at least handled by learners with little guidance from teachers. Little believes that the development of autonomy in education cannot occur without the teacher’s role which is shaped by three pedagogical principles. Those are learner involvement, learner reflection and target language use.⁴⁰

Regarding teacher roles, Yang states that teachers are taking on new roles as consultants and active participants who work alongside their students, assisting them in their own development and in acquiring techniques of learning⁴¹. Demirtaş and Sert on the other hand, view the teacher as both counselor and facilitator who helps students develop and utilize

³⁷Borg, S., & Al-Busaidi, *Learner autonomy: English language teachers’ beliefs and practices. ELT Research* (London: British Council, 2012a), 12-07.

³⁸Balçıkanlı, *Learner autonomy in language learning: student teachers’ beliefs* (Australian Journal of Teacher Education, 2010), 90-103.

³⁹Thanasoulas, D. What is learner autonomy and how it can be fostered The Internet TESL Journal, 6(11),retrieved from <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>

⁴⁰David Little, *Learner autonomy, inner speech and the European Language portfolio. Advances in Research on Language Acquisition and teaching: Selected Papers* (Gala, 2010),

⁴¹Yang, N. D. Exploring a new role for teachers: Promoting learner autonomy. *System*, 26(1), 127-135.(1998).

particular skills⁴². Finally, Little clarifies that teacher autonomy requires the right balance between claiming responsibility for the classroom and providing students with the necessary skills and knowledge to be successful on the one hand, and knowing when to give up control and allow their students to assume more responsibility on the other.

Language teachers are required a sense of autonomy. Language teachers who not have any autonomy oriented training may get difficulties in creating such a classroom culture. Autonomous teachers take responsibility for the education that they give to the students. Teachers need to experience autonomic skills early on teacher training, therefore they can lead a good orientation against the development of learner autonomy in their own teaching and their students can lead the responsibility for their own learning.

4. Learner Autonomy in Language Learning

Littlewood stated that learner autonomy in language learning depends on the ability and willingness of the learner to complete both specific and general tasks, and three areas where this autonomy is most relevant in foreign language learning is in communication, learning, and personal development.⁴³ Similarly, Little believes that “autonomy in language learning is underpinned by three general pedagogical principles: learner involvement, learner reflection, and appropriate target language use”.⁴⁴

In the context of language learning, Little argues that as learner autonomy depends on language proficiency in the target language, the learner must be taught mainly in the target language and encouraged to take various roles (i.e. responding

⁴²Demirtaş, İ., & Sert, N. *English education at university level: Who is at the Centre of the learning process?* (Novitas Royal Research on youth and language, 2010), 159-172

⁴³Littlewood, *Autonomy: an anatomy and a framework*, (Pergamon, 1996), 427-435.

⁴⁴David Little, *Democracy, discourse and learner autonomy in the foreign language classroom*. (Utbildning&Demokrati, 2004b), 105-126.

and initiating conversations) and to develop their ability for both internal and external language use.⁴⁵

Moreover, Illes specifies that autonomy in language learning contexts demands that learners try to find solutions to various problems on their own, to work collaboratively in groups and pairs, and to develop the tools to assess their own work and the work of their peers. More specifically, she claims that “presenting learners with problems that have no ready-made answers forces them to activate their problems-solving capacity and to work out solutions for themselves”.⁴⁶

B. Previous Studies

In the research, it is necessary to enclose reviews of previous studies to avoid replication. Some studies have been conducted to find out students and teacher perspectives of learner autonomy in English learning.

In here the researcher explained about students’ perception of learner autonomy according to the other studies. Chan did a study with 20 English language students in Polytechnic University in Hong Kong to identify their perceptions regarding autonomy. In her study, she used a questionnaire and interviews to gather information concerning students’ views of learner autonomy. The study explores learners’ prospects of language learning, teacher and learner roles and their perceptions regarding learner autonomy. She found out that while the students demonstrated tremendous capacity to be autonomous learners, they still expressed heavy dependence on their teachers to guide them towards such autonomy.⁴⁷

⁴⁵David Little, “Learner autonomy, inner speech and the European Language portfolio. *Advances in Research on Language Acquisition and teaching*”, Selected Papers. Gala,2010, 27-38

⁴⁶Illes, Learner autonomy revisited. *ELT Journal*, vol 4 no 66, 2012, 505-513.

⁴⁷Victoria Chan, Readiness for learner autonomy: What do our learners tell us? *Teaching in Higher Education*, 6(4), 505-518.

Moreover, in a study with 219 first year EFL students in Japan, Mineishi focuses on differences between perceptions of successful and less successful learners regarding learner autonomy. In his study, he found out that the success of learners was tied in some ways to their perceptions of learner autonomy, and despite what is traditionally expected in Japanese classrooms, some students aspired to learn autonomously rather than passively.⁴⁸ Porto, on the other hand, carried out a study with 95 Argentine, Caucasian students at the National University of La Plata in Argentina. The aim of this study was to identify the learners' perceptions of lessons and developing learner autonomy. She found out that providing learners with opportunities for reflection and critical thinking in foreign language learning contexts is important.⁴⁹

Moreover in this research, the researcher also explained studies on teachers' perceptions of learner autonomy, due to the fact that teachers play an important role in promoting autonomy, and their beliefs or perceptions of autonomy have impact on their practices, this section aims to review some studies on teachers' perceptions or beliefs of learner autonomy and how these influence their teaching.

Borg & Al Busaidi argues that despite thirty years of study on the issue of learner autonomy in language teaching contexts, very little attention has been given to the views of teachers on this issue. However, it is vital to explore teachers' perceptions and beliefs because they shape their practices. As Wedello states, "an understanding of teachers' beliefs needs to be an integral part of initiatives that aim to promote change in

⁴⁸ M. Mineishi. "East Asian EFL Learners' Autonomous Learning, Learner Perception on Autonomy and Portfolio Development: In the Case of Educational Context in Japan", *International Journal of Art and Sciences*, 2010, 234-241.

⁴⁹ M.Porto, *Learning diaries in the English as a foreign language classroom: a tool for accessing learners' perceptions of lessons and developing learner autonomy and reflection*, (*Foreign Language Annals*, 2007), 672-696.

what teachers do in the classroom". Borg and Al-Busaidi, conducted a study with 61 English language teachers in Oman by administering them questionnaires and interviews. They consider identifying teachers' beliefs concerning autonomy an important element in designing professional development activities which aim at promoting learner autonomy. In their study they found out that teachers had favorable views of learner autonomy, but they saw fixed curricula and a lack of enthusiasm and understanding about independence in the classroom among students as the greatest barriers to encouraging such autonomy⁵⁰.

In contrast thesis by Victoria Chan, explain that there are many constraining factors in the pressured study environment in Hong Kong that could have hindered the development and promotion of learner autonomy. All these could mean that Hong Kong teachers could possibly be less motivated and less ready to develop learner autonomy in their tertiary classroom. The teacher's beliefs are important components of their teaching practices. Learner autonomy in Hong Kong cannot be fully encouraged without the relevant and knowledgeable support from the teacher. A harder look at the curriculum, assessment systems, the teaching and learning process is therefore necessary to allow more room for greater motivation, negotiation, discussion and decision-making. Teachers who want to help students to function autonomously have to learn to 'let go'. Students, on the other hand, need to be given the opportunities to exercise their right, to choose a level of engagement appropriate to their own situations and circumstances. Basically, developing learner autonomy at tertiary level in Hong Kong is an ongoing endeavour and a complex issue of re-conceptualisation and recreation of the entire teaching and learning process.⁵¹

⁵⁰ S. Borg, & S. Al-Busaidi, "Teacher's beliefs and practices regarding learner autonomy", *ELT Journal*, 2012b, 283-292.

⁵¹ Victoria Chan, *Autonomous Language Learning: The teachers' perceptions*

Additionally, Nakata conducted a study with 80 English language teachers in a high school in Japan to investigate their readiness for promoting learner autonomy⁵². He found out that despite displaying different dimensions of autonomy, the EFL teachers especially those not fully familiar with the classroom and school context were not fully ready to promote learner autonomy.

Finally studies on both students' and teachers' perceptions of learner autonomy would be explained, due to the fact that it is essential to understand the perceptions of both teachers and students in promoting learner autonomy,

Phan did a study with both students and English teachers at Vietnamese university. The aim of this study was to explore the understanding of autonomy in a very specific setting, tertiary English education in Vietnam. The data were collected through questionnaires, interviews and observations. He found out that in line with other East Asian societies, the participants in the study were highly unfamiliar with the concept of autonomy.⁵³

By contrast, Joshi conducted a mixed-method study (using questionnaires, semi-structured interviews, etc.) with 80 graduate students and 6 teachers at a university in Nepal. The aim of this study was to investigate the students' and teachers' beliefs about the role of the teachers and students in learner autonomy. The findings of the study revealed that both teachers and students understood and highly favored the concept of autonomous learning in the classroom. Additionally, they believed that learners has to be responsible for their learning

⁵²Y. Nakata, *Teachers' readiness for promoting learner autonomy: A study of Japanese EFL high school teacher*. (Elsevier, 2011), 900-910.

⁵³ T. Phan, "Teacher Autonomy and Learner Autonomy: An East Asian's Perspective". *International Journal of Social Science and Humanity*, 2012, 468-471.

and they took the teachers' role as an important component in learning process.⁵⁴

Furthermore thesis by Agus Sholeh concluded that the practice of autonomy changes on some learners' attitudes, some learners were more responsible for their learning and they were more initiative to solve their problems. Students were indicated by a very positive response because they were very enthusiastic when they join the extensive class, and students who have a weakness in understanding the content of reading also were greatly helped in Autonomous learning strategy, and were more active and more excited.

Finally, in her study, Shahsavari worked with 150 EFL teachers and 150 learners in Gooyesh Language Institute in Isfahan, Iran to find out the students' and teachers' perceptions of learner autonomy. The results obtained from a questionnaire and interviews showed that the students' and teachers' perceptions of learner autonomy were positive; they perceive learner autonomy as an efficient way to learn. Despite this aspiration, however, teachers and students were less optimistic about the feasibility of this learning approach.⁵⁵

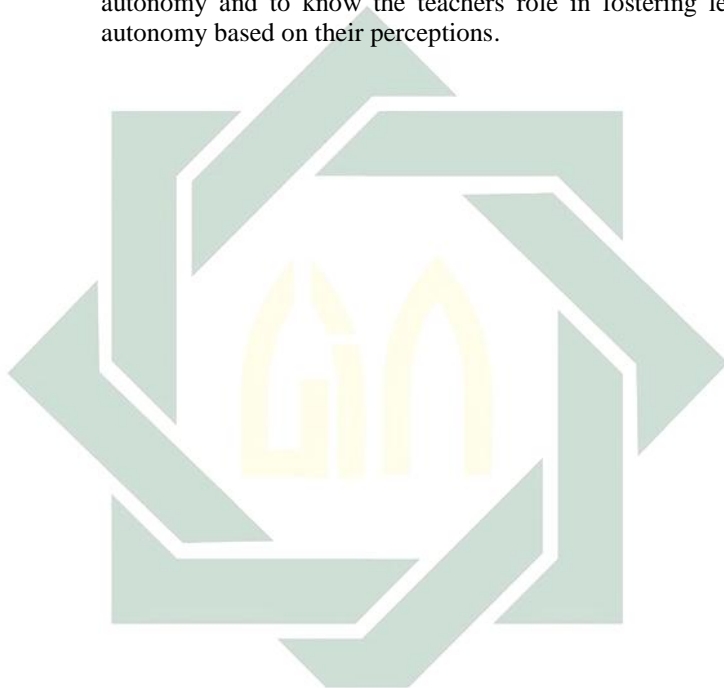
The differences among these studies are the purpose, subject, and the methodology. In other research focus on teachers' motivation in fostering the autonomy in terms of reading, while this study focus on the general perceptions from students' and teachers' perception of learner autonomy and their role in foster it. The subjects of this study were students in senior high school and teachers who teach at the school while in other research the subject were collegian students and instructors in university. The research design that implemented

⁵⁴ Joshi, K. R "Learner perceptions and teacher beliefs about learner autonomy in language learning", *Journal of NELTA*, 16, 13-29.

⁵⁵ Shahsavari, *Efficiency, Feasibility and Desirability of Learner Autonomy Based on Teachers' and Learners' Point of Views*. (Theory and Practice in Language Studies, 2014), 271-280.

in this research is quantitative study to examine the students' perceptions of learner autonomy in language learning.

To conclude, this research is different from previous studies. In this research the researcher was to know the perceptions of the students who are aware with learner autonomy and to know the teachers role in fostering learner autonomy based on their perceptions.



CHAPTER III

RESEARCH METHOD

This chapter gives a detail explanation the component of research method. The components are research design, population and sample, research instrument, data collection technique and data analysis technique.

A. Method and Research Design

This study is a quantitative study which employs a descriptive approach to explore students' and teachers' perceptions concerning 'learner autonomy. It also attempts to interpret the identified perceptions. In this study, quantitative data have been collected which aimed at collecting the students' perceptions and use descriptive to explained teachers' perception. The purpose of quantitative design is to examine the frequency of students perceptions towards learner autonomy. The main studies, which follow up on the main study, involve a questionnaire survey of 63 students of SMAN 1 Gedangan and 2 English teachers from the school. The student questionnaires were distribute to 63 students in 11th grade and teacher interviews involved two teachers' who teach at 11th grade class.

B. Population and Sample

This study conducted at SMAN 1 Gedangan Sidoarjo on the First semester of academic year 2019/2020. SMAN 1 Gedangan Sidoarjo located on Jl. Raya Sedati KM 2, Wedi, Gedangan, Tumapel, Wedi, Gedangan, Sidoarjo.

1. Population

A population is a group of individual units with some commonality. Those group consist of individual which have same charateristic. Thus, the criteria of the subjects are 384 students of XI grades in SMAN 1 Gedangan Sidoarjo. The following are the population of each class in SMAN 1 Gedangan Sidoarjo.

Table 3.1: Population in SMAN 1 Gedangan Sidoarjo

No.	Classes	The Number of Students
1	XI IPA 1	32
2	XI IPA 2	33
3	XI IPA 3	31
4	XI IPA 4	32
5	XI IPA 5	32
6	XI IPA 6	33
7	XI IPA 7	34
8	XI IPS 1	34
9	XI IPS 2	34
10	XI IPS 3	33
11	XI BAHASA 1	29
12	XI BAHASA 2	27
	Total	384

2. Sample

Sample is a smaller collection of units from a population used to determine truths about that population. According to Sapnas and Zeller a sample size of at least 50 participants is adequate⁵⁶, therefore in this research, the researcher used two classes of eleven grades that are 32 students of XI IPA 4, 31 students of XI IPA 5 and 2 English Teachers.

In this research, the researcher used purposive sampling technique, Bouma defines purposive sampling as researchers believe that they can use their judgment or intuition to choose the best people or groups to study or in this case provide accurate information.⁵⁷ Group that is called “the typical and the best people”, which is considered by researchers to be chosen as a research subject respondents who would provide a lot of unique experience and adequate knowledge that is needed by

⁵⁶ Sapnas – Zeller, “ Determining Adequate Sample Size”, J.Nurs Scholars, Fall 2004.

⁵⁷ Bouma Gary D, *The Research Process*, (Melbourne, 1993), 119.

researchers. In this case the researcher took XI IPA 4 and XI IPA 5 as the sample of this research.

C. Research Presence

The role of the researcher in this research is as observer and interviewer. The researcher collected the data by distributing the questionnaire and interview, so the researcher distributed questionnaire to the participants and explained the questionnaire. After that, the researcher came to the teachers' and asked some questions based on the interview guideline. Additionally, the researcher has come to the principle of the school, so the participants knew the purpose of the observation and interview and the role of the researcher.

D. Subject and Research Setting

This research was conducted at SMAN 1 Gedangan Sidoarjo. It is located in Jl. Raya Sedati KM 2, Wedi, Gedangan, Tumpel, Wedi, Gedangan, Sidoarjo. The research was conducted in August academic year 2019/2020. Specifically, the subjects were 63 students at eleven grades and two English teachers in SMAN 1 Gedangan who taught eleven grades. The researcher choose SMAN 1 Gedangan Sidoarjo, because the accessibility and the school also has a learning program, especially learning English every morning since ten grades until twelve grades.

E. Data and Source of Data

Data is defined as the raw and unorganized information researchers collected from the phenomenon that they are studying and suitable for analysis, interpretation, or processing. In this research the source of data gain from the students and teachers. The data is obtain from doing interview for the teacher and questionnaire for the students. The questionnaire is given after the students get english lesson given by the teacher on the class, there are 63 students that will be answer the questionnaire and 2 teachers would be doing the interview. The interview for the teachers' were do after the school time is over.

F. Data Collection Technique

Data collection has major role in the research method. The data collection technique used to collect the data. To collect the data, researcher collects the result of the interview transcript and questionnaire. The first instrument is interview guideline. The faction of interview is to know the teachers' perceptions of learner autonomy in language learning. For the second, it is questionnaire. It contains 25 closed items question for students' in order to know their perceptions of learner autonomy in language learning. Yeasmin and Rahman states, using data from different sources can help researchers "overcome the weakness or intrinsic biases and the problems that come from single method, single-observer, and single-theory studies"⁵⁸.

Researcher collected all of it. All the data are important to answer the research questions. Complete the data are helping the researcher to find the objectives of the study. The tools to get the data of the research are different in each instrument. For the questionnaire, the tool is paper based. Then, in interview section, the researcher use interview guideline and recorder to record teacher opinion. Those tools help researcher to save and collect all the data.

1. Questionnaire

The questionnaires were adopted from different sources by Borg and Al Busaidi who prepared the tools based on the ideas from Joshi. This instrument contains 25 closed items questions that related with the problem (Appendix I). the questionnaire aims to find out students' perceptions of learner autonomy in language learning. In the questionnaire, the researcher asks the participants to answer the statement by giving \checkmark mark in the appropriate

⁵⁸ Yeasmin, S., & Rahman, K. F, "Triangulation Research Method as the Tool of Social Science Research", *BUP Journal*, Vol 1, 2012, 154-163

column. The students perceptions of learner autonomy in language learning questionnaire has four alternative option on each item based on likert scale, namely Very Often (VO), Often (O), Seldom (S) and Never (N). Each answer choice has own assessment criteria. The score explained in the table 3.2

Table 3.2: The alternative answer of Students' Perceptions on Language Learning

Answer choice	Favorable
VO (Very Often)	4
O (Often)	3
S (Seldom)	2
N (Never)	1

Based on table 3.1, VO (Very Often) statement has 4 score, O (Often) has 3 score, S (Seldom) has 2 score and N (Never) has 1 score. This research took the data in two meetings, the first meeting was in class XI A and the second meeting was in class XI B. This questionnaire was distributed to students during break time. To measure the frequency of the questionnaires, the data was tested using (SPSS 16).

G. Research Instrument

Data are required to undertake the findings of this study. The data can be obtained by using the following instrument:

1. Interview Guideline

For supporting the data collection which is interview, interview guidelines were used (Appendix B). Interviews were conducted with the teachers' to investigate their beliefs about learner autonomy in language learning, and their perceptions towards it. The interview questions have been adapted from Borg & Al-Busaidi.

Interview guideline is used on several theories for conducting interview. Interview guidelines were used to answer the second research questions. The interview guidelines were applied to the teachers in order to know their perception of learner autonomy in language learning. Interviews are classic way in research to conduct a conversation that explores your focus area.⁵⁹

In total of the question, there were 13 open ended questions in the teachers' interview. The questions were divided into two main parts. Part one contains four open ended questions focusing on teachers' overall perceptions about learner autonomy. To be specific, in the first and two questions were about warming up questions, the next question the teachers' were ask to explain about 'learner autonomy' and 'autonomous learners' and in the fourth questions they are asked the characteristic of learner autonomy.

In part two, the questions contains nine open ended questions about teachers' perception about learner autonomy in SMAN 1 Gedangan Sidoarjo. In this part, the Teachers' are asked whether or not the students' are autonomous, what they do to promote autonomy in their classes, how desirable and feasible it is to promote learner autonomy in the class, what challenges they face in fostering autonomy, and what they suggest for more effective promotion of learner autonomy in the SMAN 1 Gedangan Sidoarjo.

2. Questionnaire

A questionnaire is a research instrument consist of a series of questions for the purpose of gathering information from respondent, they can be carried out face to face, by telephone, computer or post.⁶⁰In this research the study will use a structured Likert scale questionnaire from Never to Always: Never(1), Rarely (2), Sometimes (3), Often (4),

⁵⁹ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge), 74

⁶⁰ McLeod, S. A. (2018). Questionnaire. Retrieved from <https://www.simplypsychology.org/questionnaires.html>

Always (5). Questionnaires will used to answer first research question, it contains several open-ended question for the students. The questionnaire were presented under seven subheadings, which includes 25 closed items with the details of items 1 until 4 for Learner Awareness, items 5 until 12 for Self Effort, items 13 and 14 for Broader Autonomous Activity, items 15 until 20 for Self Esteem, items 21 until 23 for The Use of Reference Material, item 24 for Motivation and item 25 for The use of Technology in Learning.

H. Research Procedures

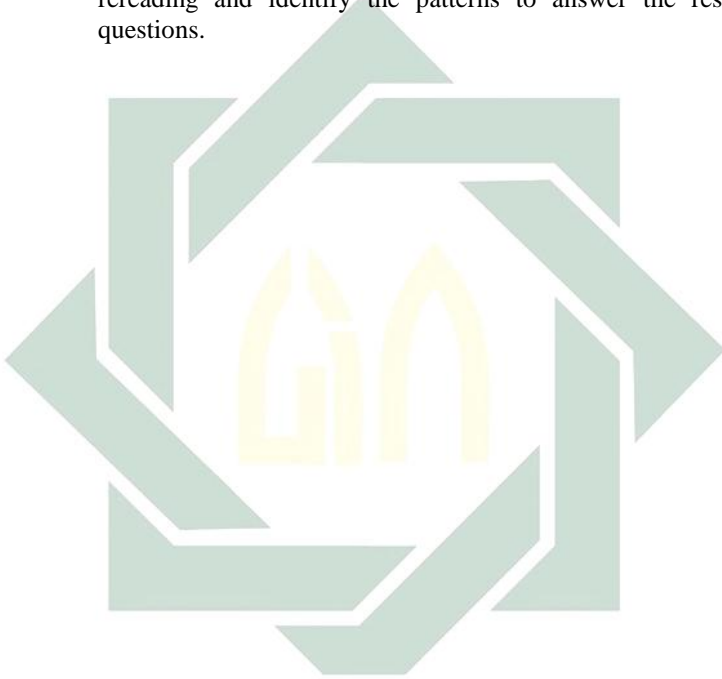
The data for the present study was collected during the II semester of the academic year 2019-2020. The process of gathering data included several steps. First, permission letter was collected from the UIN Sunan Ampel or the school. Second, the students was administer a questionnaire, after they signed consent forms. It took about 25 minutes for students to complete the questionnaire. Third, appointments were taken from the teachers and the interviews were conducted with them before collecting data from the teachers. Each interview lasted about 15-20 minutes. In addition to audio recording the interviews, the researcher took down some notes.

I. Data Analysis

After collecting the data through students' questionnaire and teachers' interviews, the data were analyzed in several stages. The present study used both qualitative and quantitative data. Quantitative data included the closed-items in the students' questionnaire and it was analyzed by using the Statistic Package for Social Science (SPSS) version 16.0. Through descriptive statistic, the data was analyzed and a frequency was calculated. On the other hand, qualitative data was collected through teachers' interviews. The data obtained from 13 open ended questions given to the teachers is analyzed using descriptive design from Cresswell⁶¹. All the audio recordings were transcribed by the researcher. Then, the researcher categorized the raw data by each questions in the

⁶¹ John W Cresswell, "Research Design 4th edition", (USA: Sage Publicatin inc)2014, 247.

interview, and then analyzed all responses to find out main themes or parallel points. The answers given during the interviews were summarized into 2 key points, (teachers' perceptions on learner autonomy and teachers' role in promoting autonomy) then main themes identified after the researcher connecting the categories thorough reading and rereading and identify the patterns to answer the research questions.



CHAPTER IV

FINDING AND DISCUSSION

To answer the formulated questions of this research, the researcher shows the finding and discussion in this chapter. It is divided into two main sections. First, the results is obtained from the students questionnaire are explained. Then, the results of teacher interview are presented.

A. Findings

1. Students' Questionnaire

In order to investigate students' perceptions perception concerning learner autonomy, the students were given a questionnaire. The results obtained from the students' questionnaire are presented. The results were obtained from questionnaire, which include 25 closed items question.

a. Students' Perceptions of Learner Autonomy in Language Learning

In this section, the results concerning how student perceive learner autonomy in language learning would be explained. The results reveal that there was a quite majority of the students act positively towards learner autonomy in language learning because a great number of students who is Very and Often (VO/O) did it with most of the items in the questionnaire. The average mean was found out to be 3 until 4 out of 5, showing that the students agreed with the given statements, which are related to learner autonomy. The results for the questionnaire are shown in Table 4.1 and Chart 4.1.

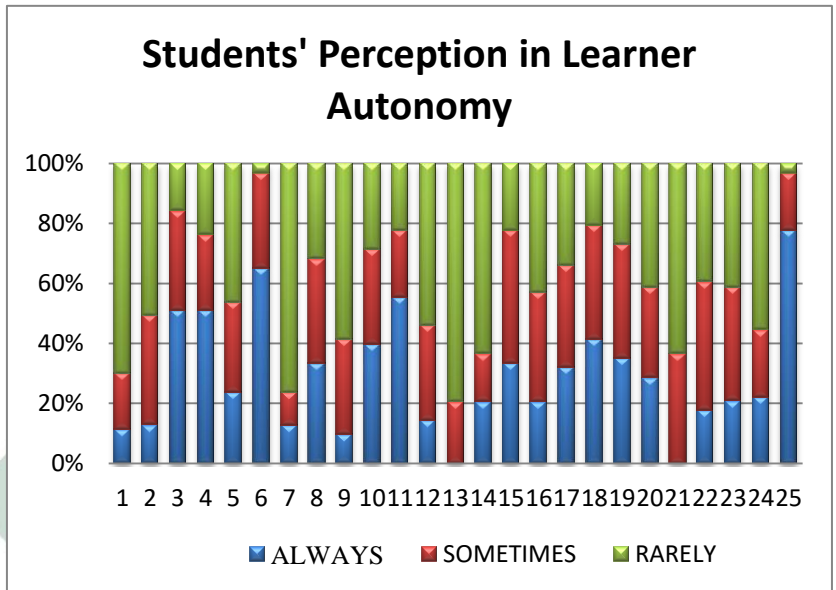



Chart 4.1 was explained about the results of the questioners from students' in the form of chart percentages. The blue chart was explained about students who were Often and Very Often did it based on the statements given, the red chart was explained about the students' who was did it Sometimes and the green chart were explained about the students' who were Seldom and Never did it based on the statement given. The horizontal number explained about the items number and the vertical number explained about the percent number of the response of the students' in percentage.

Table 4.1 Items from Students' Questionnaire


No	Items	MEAN
	I make decisions and set goals of my learning	2.14
	I make good use of my free time in studying English	2.48
	I think I have the ability to learn English well	3.41
	I manage my schedule to optimize my study time	3.43
	I can organize my time study for English lesson	2.71
	I am able to work together with other friends	3.84
	I preview before the class start (see summary, notes, etc)	2.02
	I make notes and summaries of my lessons	3.00
	In the class, I try to use every opportunity to mixed up with class activity related with English	2.24
	I always seek new vocabulary to help my study in English.	3.14
	I invite my friend to do study group	3.48
	I speak English confidently in front of people	2.38
	I use library to improve my English	1.67
	I attend English course to improve my English	2.22
	I am able to know my need to improve my English	3.10
	I am able to asses my ability in English without test	2.71
	I note my strength and weaknesses in learning English and improve them	3.21

	I seek my mistakes in English and fix it	3.27
	I always responsible on my study and find my own ways of learning English	3.14
	I always evaluate my English learning processes	2.86
	I revise lessons and seek the reference books	2.13
	Besides the contents pre-scribed in the school material, I read extra materials in advance	2.76
	I try to learn foreign culture in English	2.70
	When I make progress in learning, I reward myself such as buy new thing or buy food	2.52
	I use internet to study and improve English	4.70

 : high percentage in learner awareness

 : high percentage in self esteem

 : high percentage in self effort

 : high percentage in the use of technology in learning

As shown in the table 4.1, the items that were highlighted is the items which have the highest percentage among other items in their categories as the researcher already explained in research instrument. From the chart almost all the students (77.7%) expressed that they did it very often with item 25, which is related to students' perceptions regarding the use of technology concerning their use of internet in learning English. The students would use internet to improve their English better. This was the item with the highest agreement, the mean was 4.70 for items 25. in additions, other items that have the highest response were items 6, items 11, items 10 and items 8 in terms of Self Effort. With the percentages of 65.1%, 55.5%, 39.6% and 33.3% respectively. For items 6 shows that

students could work together with other students. The average value is 3.84 for the item 6.

For item 11 the students' agreed that they always invite their friends to do study group after class in order to improve their skill in English. In contrast, 22.3% of them rarely invite their friend to do study group and 22.2% of them sometimes did it. The mean is 3.48 clearly marks that most of them were positive to the item 11 of the category. For item 10 the students' agreed that they always seek new vocabulary to help their study in English and 28.6% of them did it rarely. The mean of this item is 3.14 it shows that the students were agreed seek new vocabulary could improve their study in English. In item 8, even though 34.9% of the students who sometimes took notes and summaries it, but almost half of the students still took a note and summaries the materials during the English lesson. The mean is 3.00 for the item 8. From the table and mean it shows a good number of the learners have made their self-efforts to practice English well.

Moreover, in terms of learner awareness there were two items that has high percentages, which is items 3 and items 4. The mean was 3.41 for items 3 and 3.43 for items 4. The responses to the item 3 show that 50.8% of the learners always thought that they had the ability to learn English well. And for the item 4, the vast majority of the learners 50.8% could manage their schedule in order to optimize their study time in English. Another item that has high percentages was in Self Esteem area there were items 18, items 17, items 19 and items 15. Analyzing to items no 18, 41.2% of the learners searched their mistake and fixed it, whereas 20.6% of the students rarely looked out their mistake and fixed it and 38.1% of them sometimes did it. The mean 3.27 show a good response from the students.

The responses for items 17 show that 28.6% of them were found agreed. 'Rarely' has been responded by 30.1% of the subjects, while 30.2% agreed sometimes. The mean value 3.21 shows that students noted their strength and weaknesses in learning and improved them. The responses to the items 19

show that 34.9% of the students feel responsible towards their study and tried to find their own ways of learning English. Among them, 27.0% could not feel responsible towards their study and tried to find their own ways of learning English and 38.1% did it sometimes. The mean was 3.14 clearly marks that most of them got the responsible on their own learning processes. Items 15 were designed to find out whether the students evaluate themselves or not. Based on the responses, 33.3% of the students already knew their need to improve their English and 22.2% of them rarely knew their need in English. The mean for this item is 3.10 it shows that most of the students knew their need in order to improve their English learning.

On the other hand, relatively the items that have the lowest percentage were items 1 and 2 lowest in terms of Learner Awareness. The table shows for items 1, prove that not all the students can make decisions and set their goals in learning, only 11.1% of them can make and set their goals in learning English. Analyzing from the responses to item 2, 12.7% of the learners can utilize their free time in studying English. This show for item 1 and 2 most of the students were not aware in their learning, most of the students did not know their need in studying English, they also did not know how to kill their free time to improve their English.

Moreover, there were many items that have low percentages in Self Effort there were Items 7, items 9, items 5 and items 12. For items 7 shows that 12.7% of them previewed their lessons before started the class. And there was big number of 76.2% students who rarely previewed their lessons, and there were 11.1% of the students who sometimes did it. On average, which is 2.02 it has been found that a quite small number of students responded positively to the item. For items 9 the table show that 9.5% of the students made a deal of efforts by using opportunities of participations in the activities, while most of the 58.7% students rarely did it. The mean is 2.24 clearly mark that most of them did not like to involved in the activities related with English.

Items 5 show that 23.8% of the students could organize their time study for English, while 46.1% students rarely did it. But there were 30.2% of the students who sometimes organized their time study. The average value is 2.71 for this item. For items 12 there are 14.3% of students that spoke confidently in front of the people. Among them, 54.0% could not speak confidently in front of people, whereas 31.7% could do so only sometimes. The mean 2.38 show that there was huge number of students who could not speak English confidently in front of people in terms of their efforts to be more autonomous.

The items number 13 and 14 in the table above were to measure the autonomous activities and plans that the learners used beyond the class activities. Those items also have low percentages. The table shows that none of students always use the library to improve their English. On the contrary, 79.4% of them used rarely and 20.6% used library only sometime. The mean is 1.67, which is show that the students did not made a good use of the library. The analysis for item 14 whether the students attend English course to improve their English learning show that 20.6% of the students attended English course and 20.6% rarely took English course outside the school this can be happened because the school gave the students extra English course in the morning from other institutions so most of them rarely attended another English course outside the school. The mean of the responses was 2.22.

The results at the same time reveal that comparatively higher percentages of the students disagree with items 16 and items 20 in term of Self Esteem. Regarding on item 16- the ability to asses an English without test, 20.6% of them could know their ability in English without taking a test and 42.9% of them known their ability in English after taking a test. For items 20 based on the responses show that 28.6% of the students always evaluate their learning process, 41.3% were found rarely did evaluate their learning processes and 30.2% did it sometimes. The mean value 2.86 calculated for the item shows that students rarely evaluated themselves in learning process.

Furthermore, according to the results, comparatively more students were unsure about items 21, items 22, items 23 and items 24 that were under Use of References Material and Motivation subheading. For items 21 show that 63.5% of the students rarely revised their lessons and sought reference materials and 36.5% students did it sometimes. The mean value 2.13 this clearly explained that most of the students rarely revised their lessons and sought reference. It also happened with items 22 and 23 which only has 2.7 and 2.70 average mean. Item 24 was used to find out the students' self-motivation. Half of the students disagreed the item 24 and saying that they rarely did such activities to please themselves when got good grade. There was 55.5% students' that was not tending to reward themselves when they made progress by buying new things or food or something else. The weighted mean 2.52 shows that only few of the students made practice of this activity.

Overall, the results for this section indicate that the students were quite positive towards learner autonomy in language learning. There were 11 statements that were positive and have mean ranged between 3.00 until 4. Most of the students' perceive learner autonomy as a good way to improve themselves in order to feel responsible from their own learning. However, not all the students were positive toward learner autonomy, out of 25 statements given to the students there were 14 statements that have low percentage. This also indicates that the students were highly unfamiliar with the concept of learner autonomy. This can be seen from items 13 and 14 that have the lowest percentage in terms of autonomous activity, the majority of the students' were not aware that become autonomous can be done outside the classroom.

2. Teachers' Interviews

Teachers' interviews were conducted to find out teachers beliefs about learner autonomy in language learning in general, and their perceptions regarding learner autonomy in the SMAN 1 Gedangan Sidoarjo. A structured interview sheet with 13 questions, were administrated. The interviews helped to reach in-depth data about teachers' overall beliefs about

learner autonomy in language learning. Only two teachers who is taught eleventh grade of SMAN 1 Gedangan participated in the interviews. The results are presented in this section.

b. Teachers' Perceptions about Learner Autonomy

In this sections, the teachers' perception on learner autonomy in language learning were presented from thirteen questions based from interview. Teachers overall believe in learner autonomy are showed in the table in the following.

Table 4.2 teachers' perception on learner autonomy

T1	T2
<ul style="list-style-type: none"> a. Discipline with their study and task b. Focus in class c. Aware of their competence d. Have responsibility 	<ul style="list-style-type: none"> a. Can manage their time b. Confident with their ability c. Can make decisions

The table shows that teachers' responses toward the questions have same perception on learner autonomy. The further explanation of the teachers' perception on learner autonomy is explored in the following paragraph. Additionally, the statements of the teachers are quoted as proofs of the findings. The complete answer can be seen in the Interview Result in Appendix B.

The data from the table 4.3 shows that both of the teacher defined autonomy in similar ways. For example, T1 explained that learner autonomy is independent students who can do the task by

themselves and they were already aware of their competence. The students can focus on their task and not getting influenced by other students because they taking responsibility in their own learning.

“learner autonomy is students who are able to do assignments independently and believe in their own abilities in working on task, not affected by other friends when working. When their other friends are chatting when working on questions the student will only focus on themselves when doing the assignment not affected by the answers from other friends.” (T1)

Additionally T2 pointed out that the characteristics of learner autonomy is students who are able to divide their time in learning, always ready to learn, and when students were given an assignment or homework they could do it and collect it on time and confident on their ability. The teacher also pointed out the being student autonomy is when they becoming decision maker and having self-motivation to work inside or outside the class. In this extent, both T1 and T2 agreed that the main reason of students can be divined as learner autonomy is if the students were discipline on their studied and stayed focus when it is time to learn.

Moreover when asked about the importance of autonomy in language learning, both of the teachers agreed that autonomy is important in teaching learning processes because the students are on upper level not middle scholar anymore. Additionally, the teachers also stated that autonomy would make students ready to start the learning processes because they already know the materials beforehand. T1 said:

“Important, because students become better at preparing the lessons and they already studied the material at home” (T1)

Additionally T1 stated that autonomous students could make class learning become more effective depending on the task given. While T2 argued that it is effective because the students already knew what they are going to learn next, the students have prepared the material and studied it well in advance so it makes it easy for the teacher to explain the material, sometimes the students already have questions that they want to convey to the teacher about the material

Responding to the statement from the characteristic of learner autonomy that the teachers have explained, the teachers agreed that only half of the students they taught who were aware of autonomy and for the rest were still depended on the teacher. T2 stated that

“Only some students have the awareness to become more autonomy. Maybe because they are still in grade 11th so they are still halfway in terms of learning”. (T2)

In here the teachers also pointed out that the lack of learner autonomy in grade 11th is because they are still depend on their teachers and they still thought that made them smart is teachers job. The teacher also explained that in class 12th almost all children have started to be autonomy considering they will soon be entering college. For the 11th grade students are still often influenced by their friends.

Furthermore the teachers explained that there are certain reason why only half of the students become autonomous. The teachers agreed that background of the students were influential. The teachers stated that the student environment at

home, family and at school environment influenced the students nature and behaviors. Moreover T1 also stated that family background gave more impact in students autonomy. Students whose parents came from educational background or in military usually the students already become autonomous. Then the second influenced is from the origin of students' school like students who come from remote school in junior high school which is not promote autonomy T1 said:

“usually students who come from a trusted school already have an autonomous nature because it was taught in their previous school so we just need to apply it in, but there are also students who come from schools that are not good so we have to forge them from early in order to become autonomous, especially now that there is a zoning program so teachers must work hard.”(T1)

One of the characteristic mention by the teachers is, students are able to make decision in their own learning. Regarding to this issue both the teacher gave the same response that some students were able to make decisions in terms of determining the tasks they want to do, this is also influenced by the class level. Usually, the science major children (IPA) are already familiar to made decisions in the tasks that they will be doing or sometimes they give suggestions about the material for the lessons or gave suggestion whether the materials can be done outside the classroom or not. T2 said:

“That time when the task is making dialogue students are able to determine the theme they want to make and prepare the completeness of the dialogue in accordance with their themes. Sometimes they also suggest taking the dialogue outside the classroom.” (T2)

T2 also freed their students to give suggestions or input in terms of learning. The teacher did this in order to free the students' creativity as long it is in accordance with the material or basic competency and also does not hamper the learning process. In addition to the statement about the materials can be done outside the class, both the teachers agreed that learning outside the class can be effective or not, depending on the curriculum and materials, sometimes students did not like studied outside the class even though the materials is matched to did it outside class. We as teacher cannot force our decisions to students.

When asked to what extent do the teachers promote learner autonomy in the class. Both of the teacher admitted that they try to promote autonomy every meeting. The teachers said that they gave them option in task or homework such as make conversation or make drama based on narrative text. In here the teacher would gave them option to decided the theme they want to work on and they also can decided the group, the teacher also give the students freedom to do the task or homework in the class or not. T1 said,

“usually I asked the students they want to do grouping by themselves or not, and when I gave a task about writing I gave them a theme they can choose. Sometimes they suggest another theme beside the theme I give”. (T1)

Additionally both of the teacher uttered that they always gave the students deadline on the task to make the students aware of their time management in study. T2 mentioned for the student who did not aware of the deadline would get different marks from other students even though the works is good but if the students late

submit it the teacher will give them bad marks. This method can make students become more discipline in study.

Just like the researcher explained before both of the teachers always gave motivation in the class, for example T1 expressed that by providing motivation at the beginning of the lessons make the students become more autonomous such as gave motivation related with everyday life like their life in school would be different when they enter university where they cannot depend on their teacher again.

T2 also argued that the teacher always gave advice and motivation at the beginning and at the end of the lesson. Sometimes the teachers also told the students to look for other learning resources at home such as via YouTube or other social media. This happens because the teachers were aware that students have learning targets that must be pursued from school. Besides the target material that must be learned by the students, involving technology is also important in increase students' awareness. In here both the teachers agreed that technology played important part on students autonomy considering technology have become students' daily life.

“The students is on the age where technology is part of their daily life” (T1 and T2)

Usually T1 gave assignments related to technology such as searching for text explanation or narrative. To promote autonomy T1 always remind students to make the internet as second source of learning for them. Additionally T2 promote learner autonomy by gave assignments or materials related to technology such as making assignments that require students to look for them on the internet and apply digital literacy to students.

In addition both teachers stated that involving technology is a must because sometimes their curriculum is not support the students to become more autonomous. This happened because the curriculums were not made by the teachers, they also believed that the current syllabus doesn't promote autonomy. Even though they have fix curriculum from educational department the teacher can foster learner autonomy through lesson plan and activities in the class which gave learners opportunities to learn from each other.

Despite of the teacher already foster the autonomy in every meeting, the teacher still facing difficulties. T1 expressed that making students to be autonomous is difficult, because every student has different thoughts. They assumed that the students old habit is hard to changed, the habits of being too much dependent on the teacher or their successful classmates. T2 also argued that

“The difficulty when dealing with students who are from childhood is not taught to be independent and infected with their friends. So they do not have discipline in terms of learning.”

Furthermore T2 believed that this situation can be overcome, for example when in groups study the students have made a fixed choice the teacher would check the groups and changed the group to make students who are not autonomous become autonomous with members who already become autonomous. The teacher also said that, every student must work together if they want to get good grades in the group.

In these matter the teachers gave suggestion for more effective promotion to make students more autonomous. Both of them stated that the teachers' were able to design their learning material, organize and plan their lesson and

prepare the class in order to foster the autonomy of the students'. Moreover T1, mentioned that the teachers' must involve students' more in the decision making process like decisions in selecting the topic of the materials they want to study. In addition, the teacher stated that they can use more technology in their class by giving students' task that required the internet to solve it, the teachers' also applied to use digital literacy; so "*we push them for self study*". For example, T2 stated

"Maybe we can change our assessment. Rather than having those classical exam types maybe we can rely more in project work or make the task become online task".(T2)

Especially the students is in the age of technology, the teacher can gave the task in the class and asked the students to submit it online or make group project then uploaded it on YouTube. For the students, the teachers stated that students may not be very familiar with this concept, maybe this should be instilled from the start, for example, from 10th grade so that in 11th grade students already have some background that being an autonomy student is good for themselves especially when they were already become high scholar. The teacher also works closely with the student guardian so that the teacher can also communicate at home. Additionally T1 utter that students must already understand what will be important for their future because they will soon reach even higher levels. T1 said :

"I hope they are aware of their obligations as students and have understood their goals for the future."

Lastly, as regards what the school should do, the teachers agreed that to promote learner

autonomy their school usually conduct visit the industry or study tour and in the study tour is given a task that must be completed by students. For example T2 said that the teacher would make a task for the students to interview visitors and take notes on that, and then the students recorded it and then collected to teacher.

B. Discussion

Based on the findings, this part explain and interpret the findings by analysing and reflecting of the review of related literature to get deeper understanding toward the findings. The researcher focuses on the students and teachers perception of learner autonomy in language learning.

1. **The students' perceptions of learner autonomy in language learning**

The results obtained from the students' questionnaire reveal that half of the students in the SMAN 1 Gedangan Sidoarjo, were quite positive towards learner autonomy in language learning. However, although a plenty number of students were positive towards learner autonomy, it was surprising to find out that they still unfamiliar with learner autonomy. To exemplify, there were 14 items that have low percentage and items number 13 and 14 have the lowest percentage when the items is about activity to become autonomy. The students' feel uneasy to study outside the classroom. Similarly, in a study by Balçıkanlı, it was found out that teachers' prospective foster autonomy in their class, and the teachers' believed students' should be pushed in make decisions on their learning in the inside or outside the class⁶². In the matter of the ability to learn independently a high percentage of the students' had positive perceptions as regards this issue. The students' felt that study independently is ideal for them but at the same time hard to do. According to the students' they have the abilities to learn cooperatively with other students, know their own need, identify their own

⁶² Cumali Balçıkanlı, *Teacher autonomy: a qualitative research study with student teachers*(IATEFL Learner Autonomy Special Interest Group, 2009), 8-13.

strength and weaknesses, learn independently and finding out their learning processes by themselves. Chan, likewise, argued that learners “should be actively involved in the setting of goals, defining content, and working out evaluation mechanism for assessing achievement and progress”.⁶³ Cotterall also stated that, learner autonomy can take responsibility in knowing their own goals, designing their practice opportunities or evaluating their study progress.⁶⁴

According to the teachers’ responses of the students who did not know what ‘learner autonomy’ is, were 10th grade students and half students of 11th grade and for 12th grade were able to define the concept of learner autonomy. Again, in spite of their familiarity with learner autonomy, some of the students of these class continued to have dependence on their teachers as authority figure. Additionally, Koçak in his study identified that when students’ used metacognitive as strategies as self monitoring and self evaluation, they still considered the teachers’ as the responsible for their learning at class rather than themselves.⁶⁵

The researcher also found out that most of the students prefer to learn through pair work activities rather than individual work. Concerning with this issue of group work activities, Dang explained that group works activities can help students become more autonomy.⁶⁶ However, generally most of the students felt that they did not have the opportunity to take control of their own learning. The students’ thought that because of the current syllabus in the school, their classes are always teacher centered and the teachers’ only gave them the

⁶³ Victoria Chan, *Readiness for learner autonomy: What do our learners tell us? Teaching in Higher Education*, (2001), 505-518.

⁶⁴ Stella Cotterall, “Developing a course strategy for learner autonomy”. *ELT Journal*, Vol. 3 No. 49, 1995, 219-227.

⁶⁵ A Koçak, *A Study on learners’ readiness for autonomous learning of English as a foreign language*, (Unpublished Master’s thesis. Başkent University, 2003).

⁶⁶T Dang, “Learner autonomy: A synthesis of theory and practice”, *The Internet Journal of Language, Culture and Society*, (2012), 52-67.

chance to take control of their own learning when it come to project works or task.

2. **Teachers' perceptions of learner autonomy in language learning**

The results obtained from the teachers' interviews revealed that the teachers' were aware the concept of learner autonomy, and both of the teachers' have positive attitudes in fostering learner autonomy in language learning. The teachers' made it clear that by pushing learners to be involved in making decisions about what they learn and choosing different kinds of activity and projects, the teachers' were able to promote autonomy in their teaching learning processes.

Both of the teachers had similar definitions of "learner autonomy" that broadly meant being a decisions maker in their own learning and having self motivation to work inside or outside the classroom. Interestingly, the teachers' also highlighted that students who has disciplined is the indicator of become learner autonomy. The teachers' also suggested that train the students to become learner autonomy is necessary for their future. In addition, according to Çakır and Balçikanlı, the first beginning for teachers' in teaching heir students' were expose the concepts of learner autonomy, the more often they did it may be able to applied this approach in their future.⁶⁷

In general, the teachers' have positive perceptions in developing learner autonomy in language learning. Moreover, the teachers' also pointed out that teachers' have an important role in teaching the students "how to learn" as a key component in fostering learner autonomy. Both of the teachers indicate that learner autonomy cannot develop without the help and guidance from the teachers'. The important role of the teachers' in promoting learner autonomy was also emphasized by. Al Asmari, explained that the teachers' played a crucial role in

⁶⁷ Cumali Balçikanlı, "Teacher autonomy: a qualitative research study with student teachers" IATEFL Learner Autonomy Special Interest Group 46, 8-13.

promoting learner autonomy by creating a learning environment that is conducive for this approach⁶⁸.

Concerning the teachers' perceptions regarding the learner desirability of learner autonomy, both of the teachers' felt that it is quite desire to involve students' in making decisions. Both of the teachers' expressed positive attitude about involving students' in decisions about the topic they want to choose, the kinds of tasks and activities they did, homework, the materials they want to use and how the language is assessed. Their views are supported by what the literature says on the issue. For instance, Balçıkanlı conducted a study and found out that students' felt greatly befitted from becoming a greater decisions making in the classroom and also the teachers' in the study felt that learners have the ability in.⁶⁹ they believed that teachers 'must learn how to learn and promote learner autonomy.

In addition, according to the teacher's responses to the interview questions, almost half of the students were autonomous and some of them were not. The teachers' explained that this distinction can be accounted from the fact that the students were coming from educational background. In spite of the educational background of the students, both of the teachers' explained that they seek to foster learner autonomy as much as they can, but the teachers' also added that the class grade to which autonomy can be promoted depend on the students' and materials'. Both of the teachers' inosculate that pushed the students' to take part in classroom activities, teaching them how to learn, giving them options in choosing the theme of projects and asking them to choose their own topics are effective strategies for fostering learner autonomy in the classroom.

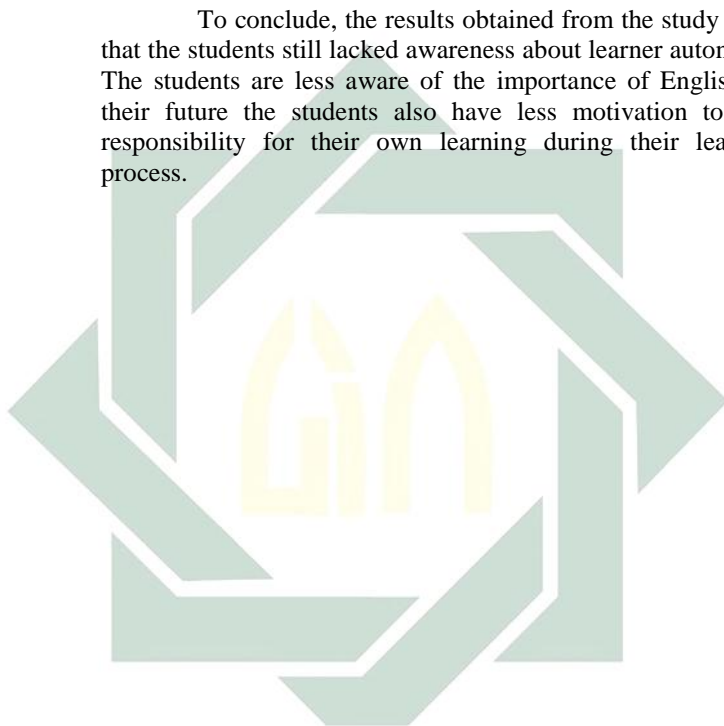
However, event thought the teachers' have positive views towards learner autonomy and aware of the concept of

⁶⁸ Al Asmari, A. (2013). Practices and Prospects of Learner Autonomy: Teachers' Perceptions. *English Language Teaching*, 6 (3), 1-10.

⁶⁹ C Balçıkanlı, "Teacher autonomy: a qualitative research study with student teachers", *IATEFL Learner Autonomy Special Interest Group* (2009).

autonomy, the results from students' questionnaire shown that students' were unfamiliar with the concept of learner autonomy. This means that the teachers' were not fully applied students' center in their teaching learning processes in this level.

To conclude, the results obtained from the study show that the students still lacked awareness about learner autonomy. The students are less aware of the importance of English for their future the students also have less motivation to take responsibility for their own learning during their learning process.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explain about the conclusion based on the finding and discussion that explained in the previous chapter. Furthermore, the researcher also give some suggestion which are needed.

A. Conclusion

From the data obtained in finding, this research focuses on teachers' and students' perception of learner autonomy in language learning. The respondents of this research were 63 students in XI grade of 2018/2019 academic year at SMAN 1 Gedangan Sidoarjo. The instrument that used in this research were questionnaire and interview. The data were analyzed using SPSS version 16.0. Based on the findings that have been discussed in this research, there are two conclusion:

1. The Students' Perceptions of Learner Autonomy in Language Learning

The results obtained from the student questionnaire reveal that the vast majority of the students in SMAN 1 Gedangan were not aware about learner autonomy in language learning. However, concerning the ability to learn independently, a very high percentage of the students had positive perceptions as regards this issue. They felt it is ideal and at the same time realistically achievable for them to learn independently. Based on the result of questionnaire, students have the necessary abilities to learn co-operatively with other friend, recognize their own needs and identify their own strengths and weaknesses. Lastly, most of the students prefer to learn through pair work activities rather than individual work, but these results cannot conclude that the students is autonomous because the main part of become learner autonomy is the willingness to take responsibility for their own learning.

2. The Teachers' Perceptions of Learner Autonomy in Language Learning

The major findings of this study reveal that teachers' in the SMAN 1 Gedangan have positive perceptions towards learner autonomy in language learning. The results show that teachers believed that it is important to involve students in decisions about their learning and that students have the ability to become autonomous learners. However, the teachers think that it is slightly fit or unfit to involve students in every decision. In other words, the teachers' ideas showed differences depending on the type of decisions they want students to be involved in. For example, they believed that involving students in decisions about the time and place of the lesson is slightly equitable but not with deciding the materials they want to study. In addition, involving students in decision about the topics discussed, the speed of the lesson, and the choice of learning tasks was considered quite equitable by the teachers.

For more effective promotion of learner autonomy in the SMAN 1 Gedangan Sidoarjo, the teachers gave useful suggestions. They thought that from the first year, the students should be informed about the concept of learner autonomy and its benefits. They also suggested redesigning the current syllabus to make students become students' center in learning process.

Furthermore, the teachers suggested that students be allowed to be more involved in classroom activities and be given choices when it comes to project work.

B. Suggestion

Based on the conclusion, the researcher give some suggestion as follows.

1. For students

The students should recognize and understand that become learner autonomy is important in self study. Become autonomous makes the students becomes more responsible to

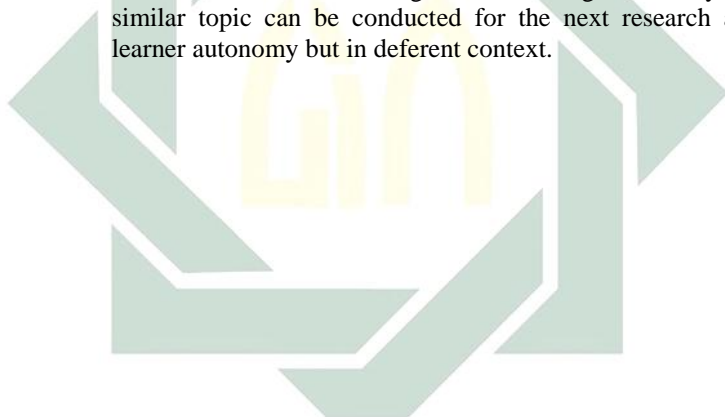
their own learning. Hence, the students need to identify their need in language learning and increase their responsibility in their learning.

2. For institution

The finding showed that the English teacher still face lack in fostering autonomy in many aspects. This research inform the institution that they may support the teachers to improve the knowledge and professional development on how do teach and foster autonomy; they may give the teachers opportunity to join in some train innig or workshop. So, they get new knowledge on how to foster autonomy.

3. For future research

This research has tried to collect and analyze the data. Further researcher is suggested to analyze deeper using other method about the challenges in fostering autonomy. The similar topic can be conducted for the next research about learner autonomy but in deferent context.



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