# TEACHER'S STRATEGIES IN BUILDING LEARNING AUTONOMY HABITS AMONG ENGLISH LANGUAGE EDUCATION DEPARTMENT STUDENTS

## THESIS

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



By:

Chalifia Rafidah NIM D75216083

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TARBIYAH AND TEACHER TRAINING UIN SUNAN AMPEL SURABAYA 2020

#### PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama	: Chalifia Rafidah
NIM	: D75216083
Jurusan/Program Studi	: Pendidikan Bahasa / Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

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Surabaya, 11 Desember 2020

Yang membuat pernyataan



NIM D75216083

### **ADVISOR APPROVAL SHEET**

This thesis by Chalifia Rafidah entitled "Teacher's Strategies in Building Learning Autonomy Habits among English Language Education Department Students" has been approved by the thesis advisors for further approval by the Board Examiners.

## Surabaya, 11 Desember 2020

Advisor I,

- id

## <u>H. Mokhamad Syaifudin, M.Ed., Ph.D</u> NIP. 197310131997031002

Advisor II,

Dr. Siti Asmiva ESOL NIP. 197704142006042003

#### EXAMINER APPROVAL SHEET

This thesis by Chalifia Rafidah entitled "Teacher's Strategies in Building Learning Autonomy Habits among English Language Education Department Students" has been examined on January 11<sup>st</sup> 2021 and approved by the board examiners.

Dean, Ali Mas'ud, M.Ag. M.Pd.I NIP. 196301231993031002

Examiner I,

Fitriah Ph.D

NIP. 1976100042000912200

Examiner II,

<u>Hilda Izzati Madjid, M.A</u>

NIP. 198602102011012012

Examiner III,

H. Mokhamad Syaifudin, M.Ed., Ph.D

NIP. 197310131997031002

Examiner IV,

OL Dr. Siti Asmiyah NIP. 197794142006042003



## KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

#### LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama	: Chalifia Rafidah
NIM	: D75216083
Fakultas/Jurusan	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address	: fiarafidah@gmail.com

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Penulis

(Chalifia Rafidah)

#### ABSTRACT

 Chalifia Rafidah. (2020). Teacher's Strategies in Building Learning Autonomy Habits among English Language Education Department. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Mokhammad Syaifuddin, M.Ed., Ph.D., Advisor II: Dr. Siti Asmiyah, M. TESOL

Keywords: Teacher's Strategies, Learning Autonomy, Learning Autonomy Habits

In ELT, teachers have important roles to activate student's learning autonomy by creating a supportive environment for their learning process. This qualitative study investigated strategies used by English teachers in building learning autonomy habits and explored the learner's autonomy characteristics. A teacher who taught in the Method in ELT course in an Islamic college and 21 students who were taught by the teacher participated in this study. Data was obtained by using interview guidelines, questionnaire and student's notes. The interview was conducted via online call with the lecturer. Then the questionnaire and notes were distributed via Google form to the students. This study highlighted that the teacher used twelve strategies in building learning autonomy habits, such as finding, planning, and providing a supportive learning autonomy atmosphere. The twelve strategies were classified into four categories. This study also found that most students possessed five characteristics of learner autonomy. The characteristics are students understand their learning goal, know the learning area that should be acquired, able to find learning strategies that work for them, assess their own capability, and evaluate their learning progress. This study indicates that teachers have various strategies in building learning autonomy habits among students and the students participated actively in their own learning process as learner autonomy since most of them possessed all five characteristics of learner autonomy.



#### ABSTRAK

Chalifia Rafidah. (2020). Teacher's Strategies in Building Learning Autonomy Habits among English Language Education Department. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: Mokhammad Syaifuddin, M.Ed., Ph.D., Pembimbing II: Dr. Siti Asmiyah, M. TESOL

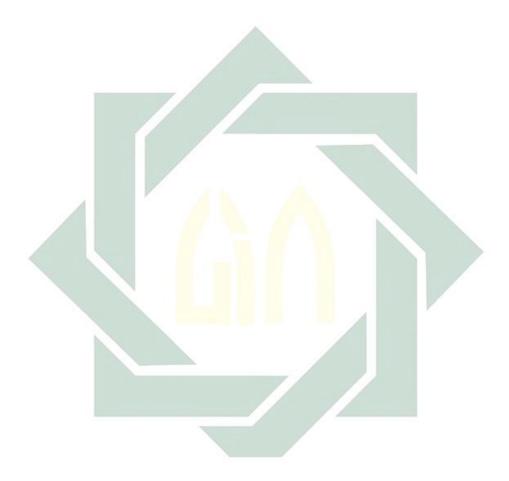
Kata kunci: Strategi Guru, Pembelajaran Secara Mandiri, Kebiasaan Mandiri dalam Belajar

Dalam pengajaran Bahasa Inggris, guru memiliki peran penting untuk mengaktifkan kemandirian belajar pada siswa dengan membuat lingkungan yang mendukung proses belajar mereka. Penelitian kualitatif ini meneliti strategi yang digunakan oleh guru Bahasa Inggris dalam membangun kebiasaan mandiri siswa dalam belajar serta mencari tahu karakteristik dari siswa yang mandiri. Seorang guru yang mengajar di kelas metode dalam pengajaran Bahasa Inggris di sebuah Universitas Islam dan 21 siswa yang diajar oleh guru tersebut berpartisipasi dalam penelitian ini. Data diperoleh dari petunjuk wawancara, kuisioner, dan catatan siswa. Wawancara dilakukan dengan telepon dalam jaringan dengan sang guru. Kemudian kuesioner dan catatan disebarkan melalui Google formulir kepada para siswa. Penelitian ini menekankan bahwa sang guru menggunakan 12 strategi dalam membangun kebiasaan mandiri dalam belajar siswa seperti menemukan, merencanakan, dan menyediakan suasana lingkungan yang mendukung proses kemandirian siswa dalam belajar. 12 strategi tersebut diklasifikasikan ke dalam 4 kategori. Selain itu, penelitian ini menemukan bahwa hampir seluruh siswa memiliki 5 karakteristik dari seorang siswa yang mandiri dalam belajar. Karakteristik tersebut antara lain siswa mampu memahami tujuan belajar mereka, mengetahui lingkup pembelajaran yang harus dikuasai, mampu menemukan strategi belajar yang sesuai untuk mereka, mengukur kemampuan mereka, dan mengevaluasi perkembangan belajar mereka. Penelitian ini mengindikasi bahwa guru memiliki strategi yang bervariasi dalam membangun kebiasaan belajar yang mandiri pada para siswa dan para siswa telah turut aktif berpartisipasi dalam proses pembelajaran mereka sebagai pelajar yang mandiri dalam belajar sejak mayoritas dari mereka memiliki kelima karakteristik dari pelajar yang mandiri dalam belajar.

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### LIST OF ABBREVIATION

- 1. ELED : English Language Education Department
- 2. ELT : English Language Teaching
- 3. UIN : Universitas Islam Negeri



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#### **CHAPTER I**

#### **INTRODUCTION**

The first chapter attempts to discuss the area of learning autonomy that will be covered in some headings: (1) background of the study (2) research question (3) objectives of the study (4) significance of the study (5) scope and limitation of the study (6) definition of key terms.

#### A. Background of the Study

Learning autonomy is widely known as one of the most popular topics that can be discussed over the years in a teaching and learning field. It was first introduced by Holec in 1981<sup>1</sup>. The topic of autonomy in ELT has been attracted much attention in Europe after proved that autonomy gives such a great impact on language learning in North America<sup>2</sup>. Many conferences have been conducted in Europe, Asia, Australia, Latin America, and at the AILA 2005 World Congress discussed about autonomy in learning process<sup>3</sup>. Holec defines learning autonomy as learners' capability in taking charge of their own learning<sup>4</sup>. The descriptions of "taking charge of their own learning" by Holec, involves determining objectives, highlighting planning, selecting learning materials and method, controlling learning progress and self-assessment<sup>5</sup>. It could be seen that the concept of learning autonomy which is promoted by Holec trains students to be independent in their learning process.

<sup>4</sup>Ibid. <sup>5</sup>Ibid.

<sup>&</sup>lt;sup>1</sup>Benson, P. 2007. *Autonomy in Language Teaching and Learning*. Language Teaching. 40, pp 21-40. Cambridge University Press.

<sup>&</sup>lt;sup>2</sup> Ibid.

<sup>&</sup>lt;sup>3</sup> Ibid.

Littlewood explained that learning autonomy has a relationship with language acquisition<sup>6</sup>. In language acquisition, autonomy is defined as capability of someone who can use the language to communicate it in real life context<sup>7</sup>. Logically, people will master something well if they are accustomed to do that thing, such as people will speak English fluently if they practice speaking English every day and use it to communicate with other people. In line with this, Artini<sup>8</sup>, Anita<sup>9</sup>, Padmadewi<sup>10</sup>, Rahmawati and Wulyani<sup>11</sup> conducted some studies in English Language Learning for primary and junior high school students to improve students' ability through learning autonomy.

Those studies found that some efforts which were done by the teachers in fostering students to be autonomous significantly improved student's ability in English language learning after implementing some strategies from teachers in order to grow learning autonomy in the learning process. Moreover, the improvement is not only in student's academic score, but also in their psychology that they start to love learning English using their preferred way of learning, such as read their favorite English fairy tale story<sup>12</sup>. This seems a good starting point in promoting learning autonomy for students from a small thing, such as choosing their preferred story to be read.

<sup>&</sup>lt;sup>6</sup> Benson, P. 2007. *Autonomy in Language Teaching and Learning*. Language Teaching. 40, pp 21-40. Cambridge University Press.

<sup>&</sup>lt;sup>7</sup>Ibid

<sup>&</sup>lt;sup>8</sup>Artini, Luh Putu. (2014) Establishing Rich Language Learning Environment at Schools: Preparing Children to Become Autonomous EFL Learners. *International Conference - Sriwijaya University Learning and Education*. (n.d.): 9.

<sup>&</sup>lt;sup>9</sup>Anita, Rini. (2016). Fostering Learner's Autonomy in Classroom: Why Not?. *Proceeding International Seminar on Education: Faculty of Tarbiyah and Teacher Training*. Vol. 1, No. 2: 10.

<sup>&</sup>lt;sup>10</sup> Padmadewi, Ni Nyoman. (2016). Techniques of Promoting AutonomousLearning in The Classroom. *Journal of Education and Social Science. Vol 3: 8.* 

<sup>&</sup>lt;sup>11</sup>Rahmawati, Ida Fitri and Anik Nunuk Wulyani. (2013). Autonomous Learning in Reading Class: Building the Students' Independence Character. *Jurnal Bahasa dan Seni Universitas Negeri Malang*. (n.d.): 10.
<sup>12</sup>Ibid.

Reflecting on those previous studies, those studies proved that learning autonomy has such a good impact for the learner, not only in the learning process but also in their social life. By having learning autonomy habit, students learn to be more aware and have responsibility in their own learning, so that they enjoy learning without anyone forcing them to learn<sup>13</sup>. If students learn to apply those processes of learning by themselves, it will be a good habit that can increase their self-quality<sup>14</sup>. Unfortunately, building learning autonomy habit is not as easy as falling off a log, because autonomy is a capability that has to be stimulated and developed<sup>15</sup>. It cannot be done immediately because it will take a long process<sup>16</sup>. However, something that looks difficult does not mean that it is impossible to do. There is always a way to get it.

Holec argues that learning autonomy can be developed for learner who is lack of autonomy if they grow in appropriate condition and preparation<sup>17</sup>. Building learning autonomy habits needs good collaborations from both learner and teacher. In addition, this situation is close to the situation and condition that is faced by students in higher education. In higher education, the learner is demanded to be learner autonomy that they have to learn independently outside the classroom to get much more knowledge. Although university students widely know that they are trained to be autonomous in learning, it does not mean that they totally must learn independently. According to Holec, train students to be autonomous means that the teacher plays their role who still guide, control, and make sure that the students keep

<sup>&</sup>lt;sup>13</sup>Suphandee, Unjana & Sripai, Sunan. 2018. Indicators of Characteristics of Learners Autotomy in English Language Primary 6 Students in The Northeast of Thailand. *Educational Research and Reviews*, 13(15), 590-597.

<sup>&</sup>lt;sup>14</sup>Ibid.

<sup>&</sup>lt;sup>15</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>16</sup>Xhaferi, Brikena and Gezim Xhaferi. (2011). Developing Learner Autonomy in Higher Education in Macedonia. *Procedia - Social and Behavioral Sciences Journal*. 11: 150–154.

<sup>&</sup>lt;sup>17</sup>Holec, H. (1980). *Autonomy and Foreign Language Learning*. Strasbourg: Council of Europe.

on their track in becoming real learner autonomy for their learning<sup>18</sup>. Therefore, all teachers or lecturers play important roles in learning autonomy for their students.

However, in the real-life context of higher education, almost all lecturers commonly give and suggest a lot of references, recommendations of books and journals, learning strategies, and some independent learning tools to their students, but in fact the students only keep in the student's memory of their computer or smartphone. This phenomenon mostly happened in all departments in common higher education. Almost all lecturers seem to like to teach university students by giving them some references and asking them to learn from it then discuss it the next time in the class. Unfortunately, a common phenomenon that actually happened to the students is some students open it, few students learn it, and the other students forget to open it. Many students might open and learn it if there is a question related to that link that needs to be answered. This condition proved that there is an unsynchronized between teacher's strategies and the implementation of the learning process itself to the students.

Unsynchronized between teacher's strategies and the implementation of student's learning process commonly might because almost all students lack awareness in learning independently. Most students seem to think that they will do what their lecturers suggest to them later, but in fact they forget to do it next time. Then it becomes a plan that piles up and never gets done. On the other hand, it is different from the lecturer's point of view. The majority of lecturers think that higher students are commonly independent, especially independent in learning. They think that higher students commonly have higher awareness to learn by themselves and will be ready to accept the consequences of what they have done, so that most lecturers

<sup>&</sup>lt;sup>18</sup> Holec, H. (1980). Autonomy and Foreign Language Learning. Strasbourg: Council of Europe.

think that it is not the lecturer's obligation to make sure either students really learn or not from their suggestion. It is not important for them whether their students get low GPA or high GPA. It is not important for lecturers whether students pass in their class or not. It is not a lecturer's matter, but it is a student's matter because they are higher students in University. So, the differences of the lecturer's point of view about students in higher education with the reality of the student's condition makes the unsynchronized between lecturer's strategies and the implementation of it happen.

It is also supported by Ramos who conducted a theoretical research and surveyed mostly lecturers from twenty universities in England. The study found that mostly teachers actually do not really understand either their way in teaching really help their students to be learner autonomy or not<sup>19</sup>. The condition that is faced by the lecturers is a lack of evaluation in teaching strategies in order to increase the growth of learning autonomy. We may not know the strategies used by teachers that work for their students if they themselves do not really understand their student's development well. So, most lecturers of University in England don't know whether their teaching strategies were helpful for their University students in learning autonomy or not.

However, the conditions and situations that almost University students face are totally different from senior high school students. Most people might say that they are different because of their age and maturity. In fact, they have a similarity, that they are learners. Learner is someone who needs to do some effort in order to achieve their learning goals, even if they are a child, teenager, or adult. In achieving their learning goals, learners could run out of their path no matter which level of school they are. It is similar to the condition that is faced by mostly higher University students who like to delay reading books from their lecturer's suggestion, till they

<sup>&</sup>lt;sup>19</sup> Ramos, Rosalba Cárdenas. (2006). Consideration on The Role of Teacher Autonomy in The Promotion of Student Autonomy. *Colombian Applied Linguistics Journal*. 1-20

forget to do it, then finally they never learn until the class period is finished. Therefore, a learner still needs a teacher in their learning process to guide them without any distinction on what age they are. It is supported by Little who explained that learner autonomy needs a teacher to guide them to be independent, keep control them to be still independent, encourage them to find ways that work for them, help them to understand their learning, and teach them to evaluate themselves<sup>20</sup>. Therefore, the existence and role play of teachers is very needed by learners in the learning autonomy process without any exception.

In terms of helping students to be autonomous in learning, Holec explains that actually all teachers can help their students in learning especially learning autonomy by providing learning autonomy atmosphere in learning process<sup>21</sup>. They could be a teacher who has a good teacher autonomy if they have the ability and high willingness to do it. Littlewoods mentions 6 important points of teaching who has good autonomy in teaching, those are self-awareness, awareness, responsibility, challenges, participation & collaboration, changing roles<sup>22</sup>. If teachers practice those 6 important points of teaching autonomy. However, not all teachers in University practice those six important points of teaching. There are some teachers in University who also implement those points.

One example is coming from lecturers in the English Language Education Department at UINSA who still guide and give attention to their learning autonomy progress. It could be seen from the way the lecturers keep on track their student's learning autonomy by giving feedback on almost every student's assignment, giving them a project where students have to do some consultations so that they can monitor

<sup>&</sup>lt;sup>20</sup>Orakci, Şenol. (2017). Learner Autonomy Scale: A Scale Development Study. *Malaysian Online Journal of Education Sciences*. (5), 4: 11..

<sup>&</sup>lt;sup>21</sup> Holec, H. (1980). Autonomy and Foreign Language Learning. Strasbourg: Council of Europe.

<sup>&</sup>lt;sup>22</sup> Littlewood, W. (1997). Autonomy in Communication and Learning in The Asian Context. In KMITT (eds.) *Proceedings of the International Conference Autonomy 2000.* Thonburi, Thailand: KMITT, 124-140

student's learning progress, and many others. Each lecturer seems to engage their students to have learning autonomy. It is similar to the six important points of a teacher from Littlewood. However, not all lecturers teach by implementing six important points of teacher autonomy from Littlewood completely. There is a very limited lecturer in the English Language Education Department in UINSA who completes all six important points of teaching in the learning autonomy process from Littlewood. When a lecturer or teacher has their own characteristic, they might also have their own way in teaching that might be different from another teacher.

Some studies were interested in exploring teacher's strategies that are used to help their students in higher education. In line with this, a study from Xhaferi found that lecturer in higher education use different English language learning activities as techniques in order to foster learner autonomy, such as portfolios, learner diaries, and vocabulary notebook<sup>23</sup>. Moreover, Maslakhatin also suggested a learning strategy in higher education towards promoting learning autonomy through listening and imitating the pronunciation from a news anchor in a news report<sup>24</sup>. Those studies showed that their strategies were success based on the comparison of student's pre and posttest which have been increased.

A succession of a teaching strategy is known from a measurement. Common teachers or lecturers who create strategies to help their students, they certainly also prepare ways to measure it, whether it works or not in order to help their students to be autonomous in the learning process. It is supported by Orackci who was developed

<sup>&</sup>lt;sup>23</sup>Xhaferi, Brikena and Gezim Xhaferi. (2011). Developing Learner Autonomy in Higher Education in Macedonia. *Procedia - Social and Behavioral Sciences Journal*. 11: 150–154.

<sup>&</sup>lt;sup>24</sup>Maslakhatin&AyongLianawati. (2017). The Implementation of Autonomous Learning in English Pronunciation of Guidance and Counseling Department Students. *Journal of English Teaching Adi Buana*. 02, 115 - 124

a learner autonomy scale in determining the level of autonomy of the students<sup>25</sup>. Moreover, Wulansari has analyzed the implementation of three main aspects of learning autonomy process by the students, which are self-planning, self-monitoring, and self-evaluating<sup>26</sup>. She found that most students were categorized as "poor" in self-planning, "good" in self-monitoring, and "fair" in self-evaluating. In other hand, Suphandee developed indicators of characteristic of good learner autonomy that is understanding how to learn, problem solving skills, self-efficacy, and love to learn<sup>27</sup>. All results of those studies have their own ways in measuring learner autonomy that each of them has a different point of view.

However, Holec has explained that the important point of successful learning autonomy is a good collaboration between teacher and students. When the teacher was good at teaching in the way of learning autonomy, the students should do so in their learning autonomy process to prevent unsynchronized between teacher's strategies and implementation of student's learning autonomy. Teachers need to monitor their students, especially higher students to make sure either students really practice and learn to be learner autonomy as agreed as with teacher's strategies and aims outside the class without them or not. In line with this, Little have been explained that learner autonomy is actually easily identified because they have their own characteristics which are they understand their learning goal, they can find sources that suitable to be learned to achieve that goal, they know the learning method that works for them, then they will assess their capability and do evaluation of that

<sup>&</sup>lt;sup>25</sup>Orakci, Şenol. (2017). Learner Autonomy Scale: A Scale Development Study. *Malaysian Online Journal of Education Sciences*. (5), 4: 11.

<sup>&</sup>lt;sup>26</sup>Wulansari, Fitri, Hery Yufrizal, and Hartati Hasan, Analyzing Autonomous Learning at First Grade of Junior High School Students *UNILA Journal of English Teaching*. (n.d.): 13.

<sup>&</sup>lt;sup>27</sup>Suphandee Unjana et al. (2018). Indicators of Characteristics of Learners Autonomy in English Language of Primary 6 Students in the Northeast of Thailan*d.Educational Research and Reviews*. (13),15: 590–597.

cycle<sup>28</sup>. If the students have practiced all cycles of learning autonomy, they complete the characteristics of learner autonomy and be a good learner autonomy. So, there will be a good collaboration and synchronization between the teacher's strategies and the learning autonomy which is practiced by higher students even when they are outside the class.

Most previous studies only focused on trying some learning tools to do outside the classroom, developing indicators of characteristics of learner autonomy, and measuring level of the learner autonomy. While there has been little discussion on what are teacher's strategies that are used in building learning autonomy habits among students and characteristics of learner autonomy possessed by the students in higher education in learning autonomy. This is important to investigate since the teacher has responsibilities as facilitator and guide for students in order to help them to be a good learner in achieving their learning's goal.

### **B.** Research Question

Based on the explanation that has been stated in the background of the study before, the formulation for the research problem of this study is below.

- 1. What are the strategies used by English Language Education Department teachers in building learning autonomy habits among students?
- 2. What are the characteristics of learner autonomy possessed by English Language Education Department Students through the practicing cycle of learning autonomy process?

<sup>&</sup>lt;sup>28</sup>Little, D. (1991). Learner Autonomy I: Definition, Issues, and Problems. Dubin: Authentik.

#### C. Objectives of the Study

Based on the research problems that have been mentioned before, the objectives of this study are:

- to explore the teacher's strategies in building learning autonomy habit for students in English Language Education Department,
- to investigate the characteristics of learner autonomy of English Language Education Department Students through a practicing cycle of learning autonomy process.

#### **D.** Significance of the Study

1. Theoretical Significance

Considering the strategies that used by lecture have a big impact on student's progress in learning autonomy, then the result of this study can be used as reference for similar future research although with different focus of research, such as learner's strategies in improving learning autonomy in terms of self-evaluating process.

- 2. Practical Significance
  - a. For teachers

Teachers will recognize student's progress in the effort of building learning autonomy habits for the students, so they can evaluate it and do improvement.

- b. For students
  - Students will be more aware and can think critically about their own learning and they also understand what they need to do improve.

2) Students will improve their self-quality, not only in learning, but also in crossing their life. By applying learning autonomy habits, students will be accustomed to recognize the purpose of doing something and decide the next step that should be taken appropriately.

#### E. Scope and Limitation of the Study

1. Scope of the study

This study only focuses on the strategies that used by the lecturer in helping students to be learner autonomy and criteria of learner autonomy that have been completed by students in learning autonomy process, rather than measuring the capacity of learner autonomy. This study only investigates a class that is Method in ELT course in 4<sup>th</sup> semester which is taught by a lecturer that qualified as a teacher who plays mostly roles and teacher's characteristics in learning autonomy in the English Language Education Department at The State Islamic University of Sunan Ampel Surabaya. Some books, journals, and articles related with teacher's strategies in building learning autonomy habits and criteria of learner autonomy will be used for analyzing the data of this study.

2. Limitation of the study

In higher education, almost all lecturers definitely train students to be learner autonomy. Almost all of the lecturers in the English Language Education Department at UINSA always give motivations, advice, and learning strategies for students to take control of their learning outside the class during the learning process in the class. Therefore, this study selects only a lecturer who mostly takes roles in learning autonomy. Moreover, the lecturer also should have characteristics that are closest to the teacher who is mostly active in helping students to be learner autonomy.

#### F. Definition of Key Terms

#### 1. Learning Autonomy

According to Holec, learning autonomy is a situation in which learner is completely responsible for all of decisions in their own learning and the realization for all of those decisions includes decisions in determining purpose, defining content, selecting method to be used, monitoring its progression, and evaluating its outcomes <sup>29</sup>. In line with this, Little also describes learning autonomy as situation of students who comprehend their own learning agenda includes accepting responsibility for their learning, understanding the aims and the setting area of their learning, taking initiative in planning and executing its learning, reviewing their learning to assess its effectiveness<sup>30</sup>. Benson describes learning autonomy as capability of learner to take charge on their learning<sup>31</sup>.

In this study, learning autonomy is defined as a condition where students of English Language Education Department in UINSA have high awareness in taking control of their own learning which involves defining the objectives and the content of their learning, determining learning strategies that work for them, checking their progression, then assessing and evaluating what have been acquired frequently in order to measure its efficacy.

#### 2. Learning Autonomy Habits

<sup>&</sup>lt;sup>29</sup>Holec, H.(1981). Autonomy in Foreign Language Learning. Oxford: Pergamon.

<sup>&</sup>lt;sup>30</sup>Little,D. (1995). Learning as Dialogue: The Dependence of Learner Autonomy on Teacher Autonomy. *Science Direct Journal and Books System*. 23(2), 175-181

<sup>&</sup>lt;sup>31</sup> Benson, P. (2007). Autonomy in Language Teaching and Learning. *Language Teaching*. 40, pp 21-40. Cambridge University Press. http://journals.cambridge.org/LTA

Learning autonomy that have been explained by Holec and Benson before as a situation of a learner which can take charge of their own learning. In this study, learning autonomy is defined as a condition of the learner where they are able to control their own English learning process. While habits described by Webster as a usual manner that are hard to stop doing. Oxford dictionary defines habit as something that people do frequently and people do it without thinking, especially something that is hard to stop doing. In this study habit is defined as a cycle of activity that is done by the English Language Education Department frequently, so that they do it automatically without anyone asking them to do it no matter if it is seen by people or not.

So, learning autonomy habits in this study is defined as a cycle of activity in which English Language Education Department students are able to control their own learning process frequently, so that they do it automatically without anyone asking them to do it no matter if it is seen by people or not.

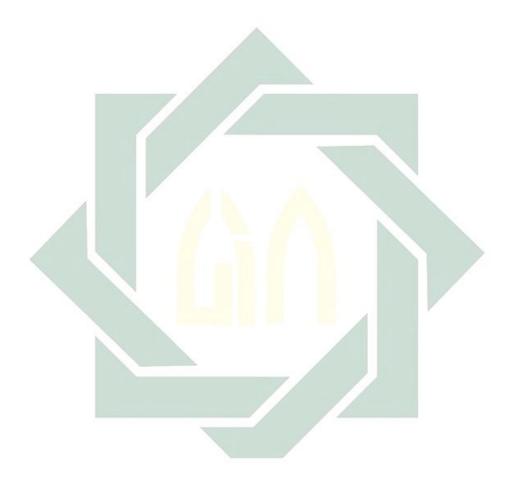
3. Teacher's Strategies

According to Little, teacher's strategies is teacher's activity, system, methods, techniques, procedures, process in which they have to help their students set their learning aims by creating friendly atmosphere in the classroom<sup>32</sup>. Sarode describes teacher's strategies refers to method that is used to help students in learning process and help them to be able to achieve and develop their learning goals in the future<sup>33</sup>. Reeve also describes teacher's strategies as positive instructional behavior that is provided by the teacher for students during the learning process.

<sup>&</sup>lt;sup>32</sup> Little, D. (1991). Learner Autonomy: Definition, Issues and Problems. Dublin: Authentik

<sup>&</sup>lt;sup>33</sup>Sarode, Ravindra D. 2018. Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education. *International Journal of Current Engineering and Scientific Research*. (5): 57-62

In this study, teacher's strategies defined as ways, techniques, approach, and behavior that teachers do and provide in positive manner to help their students who is students of English Language Education Department at Islamic State University of Sunan Ampel Surabaya to determine their learning objectives and lead them to reach those objectives by designing supportive learning atmosphere.



#### **CHAPTER II**

#### **REVIEW OF RELATED LITERATURE**

The second chapter discusses the theoretical framework on definition of learning autonomy, learner autonomy, and teacher's role in learning autonomy and several previous studies that addressed learning autonomy.

#### A. Review of Related Literature

#### 1. Learning Autonomy

Learning autonomy has successfully attracted the education field's attention. It is supported by Benson who emphasizes teachers and educational institutions that they have to start in fostering learning autonomy for the learner<sup>34</sup>. Holec who is considered as prominent figure of learning autonomy defines learning autonomy as a situation in which leaner totally responsible for making decisions for their own learning and the execution of those decisions<sup>35</sup>. In addition, Benson defines learning autonomy as learner's ability in taking control their responsibility of their own learning<sup>36</sup>. Nunan also defines that learning autonomy is student's activities which involve them to make decisions in different aspects of language learning process<sup>37</sup>. So, those definitions show that learning autonomy is actually a condition in which a learner has capability to control their own learning.

In learning autonomy, the learner who has capability in control their own learning to achieve their goal in that learning is commonly called as learner autonomy<sup>38</sup>. It is supported by Little who defines learner autonomy as one who

<sup>&</sup>lt;sup>34</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>35</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon.

<sup>&</sup>lt;sup>36</sup> Benson, P. (2007). Autonomy in Language Teaching and Learning. *Language Teaching*. 40, pp 21-40. Cambridge University Press. http://journals.cambridge.org/LTA

<sup>&</sup>lt;sup>37</sup> Nunan, David. (2003). Practical English Language Teaching. Singapore: the Mc Graw Hill.

<sup>&</sup>lt;sup>38</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon.

are able to focus on themselves, criticize in reflection, make a decision, and take action independently<sup>39</sup>. Moreover, Little also mentioned that learner autonomy is actually easily to identify because they have their own characteristics<sup>40</sup>. The characteristics involve the learner realizes their responsibility of their learning, understands the purpose of learning, takes action in planning and executing their learning, frequently reviews their learning to evaluate its effectiveness, understands the purpose of learning, take action in planning and executing their learning, and frequently review their learning to evaluate its effectiveness<sup>41</sup>. So, learner autonomy is different from common learner, because they have their own characteristics which can distinguish them from the other common learner.

In addition, Holec defined learner autonomy as students who have capability in taking charge of their own learning<sup>42</sup>. He also explained that learner autonomy able to make decision of their learning by giving attention in five development components<sup>43</sup>. The first component is determining the aims. The second is defining the area of study, sources and progressions of their learning. The third is finding the best method and strategies to be used. The fourth is checking the procedure of process in achieving the aims appropriately and the last is evaluating what has been gained. So, a learner will be easily identified as learner autonomy when the learner gives attention to five development components in their own learning, involves understanding their learning aims, deciding what they should do in order to achieve that aims, find strategies that work for them, do some reflections and evaluations.

<sup>&</sup>lt;sup>39</sup> Little, D. (1991). Learner Autonomy I: Definition, Issues, and Problems. Dubin: Authentik.

<sup>&</sup>lt;sup>40</sup> Little, D., Ridley, J & E. Ushioda. (2003). *Learner Autonomy in Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*. Dublin: Authentik.

<sup>&</sup>lt;sup>41</sup> Little, D., Ridley, J & E. Ushioda. (2003). *Learner Autonomy in Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*. Dublin: Authentik.

<sup>&</sup>lt;sup>42</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

<sup>&</sup>lt;sup>43</sup> Ibid.

In learning autonomy, students should be more active in their learning process, because their successfulness in learning is certainly based on their own effort in taking control of their learning<sup>44</sup>. Although students may learn to learn independently, but they still need a guidance to control and keep them in their path of learning autonomy, who is teacher<sup>45</sup>. Therefore, a teacher is much needed for their students, who have abilities in controlling and monitoring students to ensure that they will not get lost in the learning process.

Moreover, Benson also explains that the purpose of learning autonomy is not only for exploring the way to learn for achieving good academic performance in the classroom, but also build a foundation for lifelong learning and development<sup>46</sup>. When learner success in developing autonomy in their learning, they not only improve their language learning, but they also develop their selfquality who become more responsible and critical person in the communities where they live<sup>47</sup>. Benson states that by teaching learner how to be learner autonomy means that teachers will set students to be successful in their life<sup>48</sup>. It can be concluded that training students to be autonomous in learning will bring lots of goodness for them in their future life.

Training students to be autonomous in learning does not mean that students are left to learn alone and teachers will not monitor and guide their learning progression at all. Although most people sometimes know that the meaning of autonomy is similar to freedom. Even though freedom and autonomy

<sup>&</sup>lt;sup>44</sup> Benson, P. (2007). Autonomy in Language Teaching and Learning. *Language Teaching*. 40, pp 21-40. Cambridge University Press. http://journals.cambridge.org/LTA

<sup>&</sup>lt;sup>45</sup>Orakci, Şenol. (2017). Learner Autonomy Scale: A Scale Development Study. *Malaysian Online Journal of Education Sciences*. (5), 4: 11.

<sup>&</sup>lt;sup>46</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>47</sup>Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>48</sup> Ibid.

have similarity, but they are actually different<sup>49</sup>. Dickinson argues that freedom is something that comes from people's willingness without any and autonomy is also something from people willingness, but they do it because of their awareness of learning responsibility<sup>50</sup>. It is supported by Benson who explained that the freedom in learning means that they can lead themselves for their own learning process<sup>51</sup>. So, autonomy refers to activities which are more responsible for people.

Having awareness of learning responsibility for each student is one of the problems faced in practicing learning autonomy. It is supported by Holec who stated that learning autonomy have to be activated, either it is from intrinsic-motivation or extrinsic-motivation<sup>52</sup>. When student do not have any motivation on their own learning especially being autonomous, so teacher is one of people who have responsibility and big impact for them<sup>53</sup>. Little explained that learning environment is very influential for the students<sup>54</sup>. Holec also mentioned that a learning process might be recognized as learning autonomy when the teacher does supportive-learning autonomy in their teaching process and students play their role as learner autonomy through supportive-learning autonomy that have been created by the teacher<sup>55</sup>. So, both teacher and students are helping each other to create a learning autonomy process by playing their own roles in learning autonomy.

<sup>52</sup>Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

<sup>54</sup>Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

<sup>&</sup>lt;sup>49</sup>Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer. <sup>50</sup>Ibid

<sup>&</sup>lt;sup>51</sup>Lamb, Terry & Hayo Reinders. (2008). *Learner & Teacher Autonomy*. Amsterdam: John Benjamins Publishing Company.

<sup>&</sup>lt;sup>53</sup>Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.

<sup>&</sup>lt;sup>55</sup>Lamb, Terry & Hayo Reinders. (2008). *Learner & Teacher Autonomy*. Amsterdam: John Benjamins Publishing Company.

#### 2. The Roles of Teacher in Learning Autonomy

Teachers definitely play important roles in the learning process. It is supported by Galileo who believes that the role of teacher is not only transfer knowledge to students, but also helps them to find it within themselves<sup>56</sup>. In line with this, Benson argues that teacher have responsibilities in fostering students to be learner autonomy by giving them motivations, transmitting learning responsibility, and increasing student's awareness of their own learning so that they not only depend on teacher<sup>57</sup>. Therefore, teacher can help students to be learner autonomy by creating atmosphere and condition which support students to develop their learning and responsibility<sup>58</sup>. In other side, Harmer mentioned the roles of teacher in fostering learning autonomy that presented in the following table<sup>59</sup>. So, the main roles of teachers in learning autonomy are presented below.

Teacher's role	Description
Controller	Teacher acts as the instructor who can give command to
	students in order to control the learning process.
Facilitator	Teacher acts as a facilitator that can support what student's
	need while learning.
Organizer	Teacher arranges the activities while learning for students
	in order to help students to be learner autonomy.
Prompter	Teacher helps students when they have difficulties in
	expressing their idea.
Counselor	Teacher can act as a counselor that can be a place where
	they tell their problems or achievements, then teacher
	gives some advice for their students when they need it.
Assessor	Teacher gives score, grade, correction and feedback for the
	student's work. The assessment should be objective and
	fair because it is important for student's better learning.
Resource	Teacher might use resources from his/her knowledge or
	expertise for the learner if it is needed. From the teacher's
	knowledge, they can guide the students to get a better

Table 2. 1 The Roles of Teacher in Learning Autonomy<sup>60</sup>

<sup>60</sup> Ibid

<sup>&</sup>lt;sup>56</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>57</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>58</sup>Holec, H. (1980). Autonomy and Foreign Language Learning. Strasbourg: Council of Europe.

<sup>&</sup>lt;sup>59</sup> Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Third Edition. Completely Revised and Updated. Longman: Pearson Education Limited.

	understanding in learning.
Manager	Teacher creates supportive learning atmosphere in order to
	stimulate students to be learner autonomy, who support
	them to be more discipline in learning autonomy pathway,
	challenge them to achieve their potential in learning.
Observer	Teacher can monitor their students in the learning process
	whether they have problems or not, then find ways in order
	to solve the problem. They also observe themselves in
	order to have self-improvement.

Reflecting on those roles of teachers in learning autonomy, it can be seen that they really support students to be learner autonomy by playing their roles as best as possible. It is supported by Ramos who stated that teacher should be teacher autonomy who can reflect to their role and find strategies that suitable with student's new role, in order to help them to be learner autonomy and independence in learning process<sup>61</sup>. The concept of teacher's autonomy focuses on teacher's awareness of their responsibility to always be ready in doing their job professionally in order to help students to be more autonomous<sup>62</sup>. It is quite similar with learner autonomy that is understanding their vision and the way to reach that vision appropriately. However, teacher's autonomy seems to be more professional than learner autonomy in learning autonomy because they absolutely master learning autonomy in depth.

Logically it is unreasonable to believe teachers who promote learning autonomy to their students, if they themselves do not understand what learning autonomy is and how to be learner autonomy. It is supported by Little, who states that teacher will not able to help students to be learner autonomy if they themselves cannot fulfill the qualified of behaviors for success in learning

 <sup>&</sup>lt;sup>61</sup> Ramos, Rosalba Cárdenas. (2006). Consideration on The Role of Teacher Autonomy in The Promotion of Student Autonomy. *Colombian Applied Linguistics Journal*. 1-20
 <sup>62</sup> Ibid.

autonomy<sup>63</sup>. In line with this, evidence comes from a result of a survey for teachers in twenty different universities in England that was conducted by Ramos. The survey showed that almost teachers try to increase the growth of learning autonomy for the student, but unfortunately, they do not really understand the issue of their own responsibility that is as eternal learner in promoting learning autonomy<sup>64</sup>. Therefore, the quality of teachers in learning autonomy also has to be considered before running to learner autonomy.

Reflecting on the importance of learning autonomy for teachers in order to help students to be learner autonomy, some development and exercise in evaluating their teaching are needed for teachers, so that they can be a good teacher in learning autonomy. It is supported by Littlewood who states that ability and willingness that comes from teachers can change their behavior in order to be more autonomous<sup>65</sup>. Moreover, Littlewood also explains six important points that teacher have in order to be teacher autonomy<sup>66</sup>: So, here are the points of a teacher who is good at learning autonomy that have been explained by Littlewood.

Important	Description
points	
Self-awareness	Teacher understands their capability by evaluating and
	reflecting on their teaching notes which is a good value to
	record the process.
Awareness	Teacher is aware of the situation, condition that happen
	around them. By having awareness, teacher can easily
	identify their student's needs, capabilities, problems,
	dreams, etc. Thus, they can select the appropriate method

Table 2. 2 Six Important Points of Teacher Autonomy<sup>67</sup>

<sup>&</sup>lt;sup>63</sup> Little, D. (1995). Learner Autonomy 1: Definitions, Issues and Problems. Dublin: Authentic Language Learning Resources Ltd.

<sup>&</sup>lt;sup>64</sup> Ramos, Rosalba Cárdenas. (2006). Consideration on The Role of Teacher Autonomy in The Promotion of Student Autonomy. *Colombian Applied Linguistics Journal*. 1-20

 <sup>&</sup>lt;sup>65</sup> Littlewood, W. (1997). Autonomy in Communication and Learning in The Asian Context. In KMITT (eds.)
 *Proceedings of the International Conference Autonomy 2000*. Thonburi, Thailand: KMITT, 124-140
 <sup>66</sup> Ibid.

<sup>67</sup> Ibid

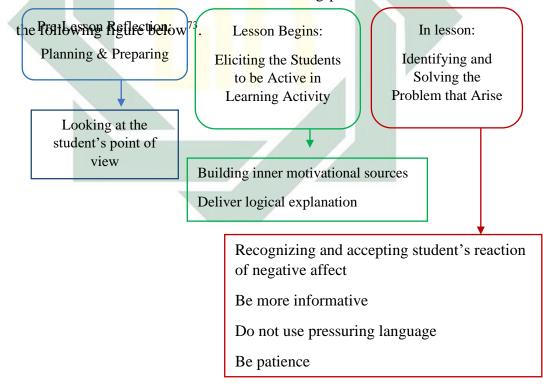
	to help their students in the learning process.
Responsibility	Being a teacher at the same time is similar to dedication.
	Teacher have an important role in the learning process in
	order to help their students to reach their learning goals.
Challenges	For teacher, challenge is a way for them to keep moving
_	forward and reflect their capability to evaluate, do
	improvement, and grow their professionalism.
Participation	Autonomy does not mean individualism or self-adequacy.
&	Negotiation, collaboration, discussing, sharing, growing
Collaboration	together, etc. are also needed to develop learning
	autonomy.
Changing	Teacher able to transform their role in degree of their role
Roles	in learning autonomy based on the student's need and the
	condition that happened in the class. e.g. from observer to
	be guider when student's looks lose their control in the
	learning process.

## 3. Teacher's Strategies in Building Learning Autonomy for Students

Each teacher will try their best in order to help students to be autonomous in learning by using their teaching method or style appropriately. It was supported by Lamb who stated that every teacher has their own way or unique strategies in supporting their students to be learner autonomy<sup>68</sup>. In addition, Lamb also explains that language that is used by teachers to interact with their students has a big impact in the way to support students in learning. There is a distinction between a teacher who says "I will control you; I will train and change you to be a smarter student" and a teacher who says "I am here to support you; I will help you". Those two teachers represent that there is teacher's "orientation towards control vs. autonomy" or could be called as motivating style<sup>69</sup>. It could be seen that autonomy-supportive teachers are different from controlling teachers.

 <sup>&</sup>lt;sup>68</sup>Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.
 <sup>69</sup>Lamb, Terry & Hayo Reinders. (2008). *Learner & Teacher Autonomy*. Amsterdam: John Benjamins Publishing Company.

Autonomy support is an effort that is done to help students in being autonomous in learning process<sup>70</sup>. Reeve mentioned that there are three main supportive strategies which help students to be autonomous in learning process; those are delivering meaningful rationales, reducing negative feelings, and using non-controlling language to their students<sup>71</sup>. Moreover, Reeve also adds six positive supportive instructional behaviors to support student's interest in order to be autonomous in their learning<sup>72</sup>. Those six behaviors are (1) look at the student's point of view, (2) build inner motivational sources, (3) deliver logical explanation, (4) recognize and accept student's reaction of negative affect (5) be more informative and do not use pressuring language, (6) be patience. Reeve also delivers those six behaviors into three critical moments that run-in teaching process that could be seen on



<sup>&</sup>lt;sup>70</sup> Lamb, Terry & Hayo Reinders. (2008). *Learner & Teacher Autonomy*. Amsterdam: John Benjamins Publishing Company.

<sup>73</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.

<sup>&</sup>lt;sup>71</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer. <sup>72</sup>Ibid

Figure 2. 1 Three Critical Moments of Autonomy-Supportive Teaching a. Pre- Lesson Reflection: Planning & Preparing

In this section, teachers should imagine that they are in a student's position, so that they can understand what student's need and feel. After they imagine it, the teacher can find a way to build motivation for students to think and feel better.

b. Lesson Begins: Eliciting the Students to Active in Learning Activity

In this section, teacher should make interpretation based on looking at student's point of view, that either students prefer to find learning activity that interesting to do or uninteresting to do<sup>74</sup>. When the teacher's interpretation is student choose interesting activities to do, so that the autonomy-supportive behavior will build inner motivational sources. If the students prefer to choose the uninteresting one, then the supportive-autonomy behavior that the teacher should do is to deliver logical explanations to the students. From this simple activity, students will feel more interested to learn from the first time before they actually engage in and enjoy that learning activity itself<sup>75</sup>. So, it seems to be good for students.

c. In lesson: Identifying and Solving the Problem that Arise

In this section, every teacher understands that while the process of teaching and learning is running, there is always a problem. When trying to solve problem, teacher should consider the risk, such as quality of student's classroom motivation, quality of student's learning experience, and quality of teacher-students relationship76. Common problems that often find are

<sup>&</sup>lt;sup>74</sup>Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.

<sup>&</sup>lt;sup>75</sup>Ibid

<sup>&</sup>lt;sup>76</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.

disengagement, misbehavior, and poor performance77. To minimize this condition, teacher generally understands about classroom management, so that they can take step that should be taken to solve that problem<sup>78</sup>. During the process of solving the problem in this section, teachers can do supportive-autonomy behavior that is to recognize and accept a student's reaction to negative effects, be more informative, do not use pressuring language and be patient.

# **B.** Review of Previous Studies

Some of previous studies that related with teacher's strategies in building learning autonomy have been conducted before this present study. The first previous study is conducted by Brikena Xhaferi and Gezim Xhaferi<sup>79</sup>. This study was aimed to explore teacher's and student's techniques in order to promote learning autonomy in higher education. This qualitative descriptive study used a student's diary, two questionnaires for teacher and students to collect data in order to answer research questions of the study.

This previous study found that teachers use different strategies in promoting learning autonomy to the students, such as asking them to have a portfolio, learner diaries, and vocabulary notebook. Moreover, Xhaferi also mentioned that most of the students preferred to use note-taking strategies in learning autonomy. By writing diaries, they could reflect on their learning difficulties, and then find a solution to solve the problem in their learning. In other hand, this study has similarity with this present study which is discusses about teacher's strategies in helping students to be learner autonomy, but the present study will not investigate the learner's strategies.

<sup>77</sup> Ibid

<sup>78</sup> Ibid

<sup>&</sup>lt;sup>79</sup> Xhaferi, Brikena and Gezim Xhaferi. (2011). Developing Learner Autonomy in Higher Education in Macedonia. *Procedia - Social and Behavioral Sciences Journal*. 11: 150–154."

However, the present study investigates the strategies used by lecturer in building learning autonomy habits for English student.

The second previous study was conducted by Maslakhatin & Ayong Lianawati<sup>80</sup>. This study was aimed to explore the implementation of learning autonomy in learning pronunciation, student's response toward the learning, and the effect of learning autonomy on the student's pronunciation achievement. Observation, field notes, documentation, voice recording, and questionnaire were collected to support this descriptive qualitative method.

This study revealed that training students to listen to news and practice it outside the classroom may be an alternative strategy in order to lead students to learn autonomy. Moreover, the student's pronunciation performances were significantly increased and students gave positive responses towards learning autonomy. However, this study has little bit similarity with this recent study which gives more attention to the strategy used by teachers for students to have learning autonomy, but this present study will not discuss about student's opinions and the impact of learning for them.

The third previous study was studied by Fitri Wulansary, Hery Yufrizal, and Hartati Hasan<sup>81</sup>". The purpose of this study was to investigate the implementation of three aspects of learning autonomy (self-planning, self-monitoring, and self-evaluating) and the student's problem that faced toward implementing those aspects. By using qualitative and instrumental case study, this study developed questionnaires and observation sheets.

This study showed that the implementation of self-planning was 56.83% which is categorized into" poor" criteria, 81.85% for self-monitoring that cauterized

 <sup>&</sup>lt;sup>80</sup>Maslakhatin&Lianawati, Ayong. (2017). The Implementation of Autonomous Learning English Pronunciation of Guidance and Counseling Department Students. *Journal of English Teaching Adi Buana*, 02, 115 - 124
 <sup>81</sup>Wulansari, Fitri, HeryYufrizal, and Hartati Hasan. Analyzing Autonomous Learning at First Grade of Junior High School Students. *UNILA Journal of English Teaching* (n.d.): 13.

into "good", and 62.53% for self-evaluating which categorized into "fair". Moreover, this study also found that mostly students have difficulties in self-evaluating and realizing their responsibilities in learning. On the other hand, this study is similar to this present study which tries to find out the student's progress in order to be learner autonomy by implementing learner autonomy's characteristics, but this present study tries to find out the criteria of learner autonomy that have been completed by students in the learning autonomy process.

The fourth previous study was conducted by Unjana Suphandee et al. This study was aimed to developed indicators of characteristics of good leaners autonomy in English language learning in Primary school in Thailand<sup>82</sup>. Questionnaires, interviews, and discussion with some experts in learning autonomy were used to support this mix method study.

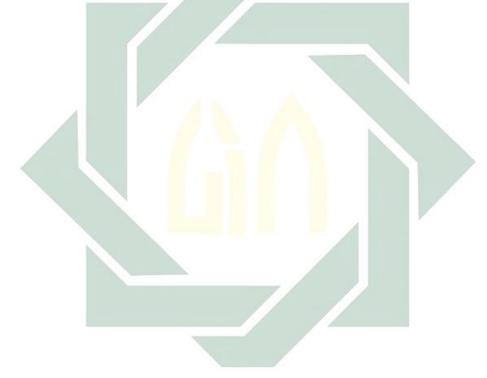
This study revealed that learner autonomy has five characteristics as indicators of a good learner in learning autonomy. Those characteristics are learners learn how to learn, they have problem-solving skills, they have a good self-efficacy, and they enjoy the learning process. In line with this, this study does not actually have any similarities in the focusing area of the present research, but it still has a relationship which discussest the way of learner autonomy in their learning.

Reflecting on those previous studies above, it can be concluded that those studies have similar discussion with this study which is talking about teacher's strategies in order to promote learning autonomy and student's activities which can be categorized as learner autonomy. However, the focus area of research distinguishes those previous studies with this present study. First of all, those previous studies only

<sup>&</sup>lt;sup>82</sup>Suphandee, Unjana et al. (2018). Indicators of Characteristics of Learners Autonomy in English Language of Primary 6 Students in the Northeast of Thailand. *Educational Research and Reviews*. 13, no. 15: 590–597.

discuss the implementation of some learning methodologies from the teachers which is considered as one of the teacher's techniques to promote learning autonomy for students.

Moreover, most of those previous studies only focus on the degree's capacity of learner autonomy, not in their progression in the way of becoming learner autonomy. Therefore, this recent study tries to find out the strategies of teachers that are used in building learning autonomy habits and stages of learning autonomy that have been done by the students.



#### CHAPTER III

#### **RESEARCH METHOD**

The third chapter discusses how to conduct this study in investigating teacher's strategies in building learning autonomy habits and criteria of learner autonomy that have been completed by students. This chapter presents (1) research design, (2) research subject and setting, (3) data and source of data, (4) data collection technique, (5) research instruments, (6) data analysis technique.

#### **B.** Research Design

Reflecting on the research questions of this study, this study is a Qualitative research study. According to Creswell, Qualitative research study is a type of research which is investigating a problem and developing a central of phenomenon with detail understanding<sup>83</sup>. In this qualitative study, the central phenomenon which is investigated in depth without any manipulation is the teacher's strategies in building learning autonomy habits among students and the student's progression in order to develop learning autonomy habits. Qualitative research is very appropriate with this study since this study tries to investigate a phenomenon and focus only on the population of a class in depth.

# C. Research Subject & Setting

There are two subjects in this study; they are a lecturer and students of the English Language Education Department at Islamic State University of Sunan Ampel Surabaya. In this study, purposeful sampling is used to determine lecturer who play mostly actions in helping students to be learner autonomy. The lecturer

<sup>&</sup>lt;sup>83</sup>Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.

is selected based on six important points of teacher autonomy<sup>84</sup>. Moreover, long term observations based on researcher's experiences who were taught in more than seventh semester by almost all lecturers of the English Language Education Department at State Islamic University of Sunan Ampel Surabaya are also considered in order to select a lecturer based on the criteria. So, only one lecturer participated in this study. These following charts describe the process of selecting participants in this study.

\$ Select lecturers based on the criteria	
Find information and contact the selected lecturer	
Interview the lecture and get information about the suitable class inlvolves students that are taught by the lecturer	
Give questionnaires to the students	

Figure 3. 1 Process of Selecting Participant

In this study, the first subject is a lecturer who teaches a Method in English Language Teaching course for the 4<sup>th</sup> semester of the English Language Education Department at State Islamic University of Sunan Ampel Surabaya. The second is 21 students of the English Language Education Department at State Islamic University of Sunan Ampel Surabaya who enroll Method in ELT course during period 2019-2020 which is taught by the selected lecturer.

<sup>&</sup>lt;sup>84</sup> Littlewood, W. (1997). Autonomy in Communication and Learning in The Asian Context. In KMITT (eds.) *Preceding of the International Conference Autonomy 2000.* Thonburi, Thailand: KMITT, 124-140.

# **D.** Data & Source Data

Based on the research question of this study, the data that were collected is the lecturer's strategies in building learning autonomy habits for students and the criteria of learner autonomy that were completed by students in the learning autonomy process. The data were supported by doing interviews with the lecturer and giving questionnaires to the students. Moreover, some theories related with the teacher's strategies in building learning autonomy and learning autonomy process were gathered from some books, articles, and journals to support the result of this study.

#### E. Data Collection Technique

In this study, interview, questionnaire and student's diary were used to answer the research question. In collecting data, it was divided into two phases based on the subject of the research that is collecting data from lecturers and from students. The first phase is collecting data from the lecturer by doing an interview (see appendix 1 for the interview question). The interview was one-on-one. The lecturer was interviewed in order to explore their teaching strategies in building learning autonomy habits for students. The interview was taken by online interview through mobile application based on the time which was agreed by both lecturer and researcher. Then, the interview was recorded and the recording was written to be a transcription.

The second phase that is collecting data from students by giving questionnaires to the students (see appendix 2 for the complete questionnaire) and collecting the student's diary. In this study, a student's diary is a note that was written by students, which tells about their learning reflection towards the way of their learning to be learner autonomy. The diary is used as a complement to support the result of the questionnaire in order to answer the second research question of this study. Both the questionnaire and the student's diary were delivered to the students through Google form after the interview with the lecturer was finished. The link to the Google form was sent to the leader of the class, so that all students who were taught by the lecturer could fill it.

# F. Research Instrument

There were three instruments in this study, those are the following.

1. Interview

The first is an interview with an open-ended questions format. In the interview section, there are 17 questions related to the teacher's strategies in building learning autonomy habits for students used as guidelines in this interview (see appendix 1 for the detailed interview question). The interview questions were developed based on the teacher's behaviors of autonomy supportive teaching which is explained by Reeve<sup>85</sup>.

2. Questionnaire

The second instrument was questionnaire (see appendix 2 for the detailed questionnaire). The questionnaire is adapted from theories related with stage of learning autonomy process that also known as five characteristics of learner autonomy which is explained by Holec<sup>86</sup>. The questionnaire contains five close-ended questions involving activities that learner autonomy commonly did. It involves comparison between stages of the learning autonomy process and their self-reflection in their own learning. So, the students just need to thicken the available column if the

<sup>&</sup>lt;sup>85</sup> Chia, Liu Woon & John Wang Chee Keng. (2016). Building Autonomous Learners. London: Springer.

<sup>&</sup>lt;sup>86</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

activities are the same as what they have done in learning process, especially in learning to be learner autonomy.

3. Student's note

The note which is written by students is used to strengthen the student's answer in the questionnaire. In this note, there is instruction for students which asks them to answer questions by giving a clear explanation then write it down in available blank spaces. There are five questions that elicit students to do self-reflection on their own learning (see appendix 2 for the detailed student's note). The questions are also adapted from theories of characteristics of learner autonomy<sup>87</sup>. By answering those questions, students automatically do learning reflection towards their own learning during the process to be learner autonomy with the teacher. So, the students just need to write a short story about their reflection towards learning experiences while learning to be learner autonomy.

G. Data Analysis Technique

After all data is gathered through an interview, questionnaire, and diary of students, the next step is analyzing the data. According to Creswell, there are six steps in analyzing qualitative data<sup>88</sup>. Those six steps are (1) arrange and prepare the data that will be analyzed, (2) explore and read all the data by gaining general information and trying to get insight from the data in terms of the purpose of study, (3) use codes to develop more general view of the data (4) present the findings into descriptions and visual based on the result of the data that have been generated through coding process, (5) make interpretation of the

<sup>&</sup>lt;sup>87</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

<sup>&</sup>lt;sup>88</sup> Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.

meaning from the findings, (6) Organize some methods in order to check the validity and the accuracy of the findings<sup>89</sup>. In analyzing the data of the interview, questionnaire, and student's note, this study was analyzed in steps stated by Creswell which is explained below.

1. Arrange and prepare the data that will be analyzed.

Here, the result of the interview with the lecturer was arranged into a transcription. Then the result of the questionnaire and student's diary was compiled based on the name of students.

2. Explore and read all the data by gaining general information and trying to get insight from the data in terms of the purpose of study.

In this section, all the data were explored and read to get information. The transcription of the interview reflects on the teacher's strategies in building learning autonomy habits for students. Meanwhile the diary and questionnaire support each other to determine the characteristics of learner autonomy possessed by students.

3. Use codes to develop more general view of the data

Here, the transcription of the interview which involves teacher's strategies in building learning autonomy habits for students was highlighted in brighter color. The comparison between questionnaire and student's diary was categorized depending on the criteria of learner autonomy that have been completed by students. So, each criteria of learner autonomy was labeled. Then each student was analyzed on what label of criteria that they got reflected on the result of the student's questionnaire and diary (see appendix 3 for the example of coding).

<sup>&</sup>lt;sup>89</sup>Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.

4. Present the findings into descriptions and visuals based on the result of the data that have been generated through the coding process.

After the coding process generates findings, then the findings are presented into a chart and description based on the result of the interview, questionnaire and student's diary in terms of teacher's strategies in building learning autonomy habits for students and stages of learning autonomy processes that have been done by students.

5. Make interpretation of the meaning from the findings.

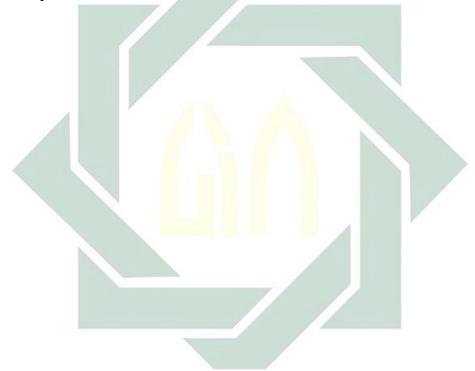
Here, interpretation is created through interrelating the chart and the description from the finding in terms of the teacher's strategies in building learning autonomy habits for students and stages of learning autonomy processes that have been done by students. This interpretation is used to understand the meaning of the findings.

6. Organize some methods in order to check the validity and the accuracy of the findings

In this section, the interpretation of the meaning of finding in terms of teacher's strategies in building learning autonomy habits for students and student's progress in learning autonomy is correlated with theories and previous studies. This is conducted to check the validity of the result of this study.

# **G.** Trustworthiness

In order to check the validity of the findings, the findings confirmed with the theories that are used in this study. In addition, some experts, namely supervisors or lecturers who are experts in the concept of learning autonomy but not become participants in this study. Moreover, triangulation also used to validate this qualitative study, which is a process of gathering some evidence from different individuals, types of data, or methods of data collection in qualitative research themes in order to determine and check either the study is accurate and valid or not<sup>90</sup>. Here, the interview transcript, the result of the questionnaire and the student's diary of this study will be reviewed and cross-check to find the conformity of the information collected from three different data collection techniques.



<sup>&</sup>lt;sup>90</sup>Creswell, John W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.

#### **CHAPTER IV**

#### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses research findings and discussion of this study. This chapter answers the research questions of teacher's strategies in building learning autonomy and characteristics of learner autonomy that were had by English Language Education Department students. The result of the data is presented in the finding part, while the researcher's responses and the connection to the existing theories are explained in the discussion part. The organization of the chapter follows the research questions, namely teacher's strategies in building learning autonomy habits and characteristics of autonomy learner that were had by students. The detail explanation of the findings and discussion is presented in the following section:

# A. Findings

To obtain the data related to the first research questions of this study, this study interviewed a lecturer who taught in Method in ELT course to find strategies that were used by the teacher in building learning autonomy habits. Moreover, there were 22 students who filled out the questionnaire and student's note which was delivered through Google form in order to answer the second research question of this study that is characteristics of learning autonomy that were had by the students. Then the data results of the interview, questionnaire and student's notes were analyzed and presented to inform the interpretation related with teacher's strategies in building learning autonomy habits and characteristics of learner autonomy that were had by students. The detail explanation of the findings is presented in the following section:

#### A. 1. Teacher's strategies in building learning autonomy habits

To find out the ways teachers build learning autonomy to the students, this study interviewed a lecturer who teaches methods in ELT using interview guidelines; the interview was a semi-structured interview to gain data that is more comprehensive. Based on the interview with the teacher, the teacher had 12 strategies in building learning autonomy habits among students. The concise strategies that were used by the teacher can be seen in the figure 4.1 below.

Here, there were 12 strategies used by the teacher in order to build learning autonomy habits for students. Those 12 strategies were delivered by the teacher into four moments, those are in pre-teaching activity, lesson begin, whilst teaching, and post teaching activity. The detailed explanation of the findings is presented below.

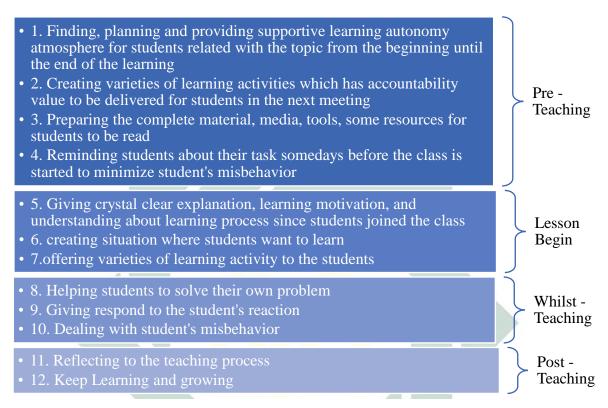


Figure 4. 1 Teacher's Strategies in Building Learning Autonomy Habits

a. Pre-Teaching

Before trying to build learning autonomy habits in the learning process, a teacher used to prepare and provide something that will be used to teach students in the classroom. Here are the first 4 numbers of strategies used by the teacher delivered in pre-teaching activities since those strategies were done before the class is begun, as shown in figure 4.1. The detail explanation is presented below:

Finding, planning and providing supportive learning autonomy atmosphere for students related with the topic from the beginning until the end of the learning

Creating variaties of learning activities which has accountability value to be delivered for students in the next meeting

#### Pre Teaching

Preparing the complete material, media, tools, some resources for students to be read

Reminding students about their task some days before the class is started to minimize student's misbehavior

Figure 4. 2Teacher's Strategies: Pre-Teaching

From those pre-teaching activities, the teacher explained that actually things that should be prepared are similar with the other teachers who are going to teach, such as preparing the material for students, learning media, sources and others. A lesson plan is an important thing for the teacher to manage and arrange the learning process. Moreover, the teacher also stated that lesson plans should be arranged and prepared well based on the learning goal before the class starts. Almost all of the learning activities in the lesson plan are directed to the students in order to build supportive learning autonomy for them.

"All necessary things should be prepared well before the class, such as learning material, sources, learning media, learning activities, until the way to assess the students' autonomy"

Finding, planning and providing a supportive learning autonomy atmosphere in the classroom is also part of the teacher's activities before the class starts. As reported by the teacher, by providing a supportive learning autonomy atmosphere, students will learn to be autonomous in their learning. The teacher also explained that teachers cannot ask students to be autonomous if they themselves do not provide tools or material that help students to be autonomous. One of the tools that is also important which is usually made by the teacher is instruction that has to be understandable. It becomes important since they are learning to build their learning autonomy.

"We must provide supportive learning for students. When we ask them to learn about a topic, we can provide them more than one book then inform them where do they can find it in those books. It means that we ask them to be autonomy and we must provide the tools for them to be autonomy which is not separated with the lesson."

"Another supportive way is providing clear and understandable written instruction... we try to accustom them to be autonomy in learning"

"We can use password, student's code so that they can do the assessment independently, because each student gets a code and password that is different with others. That is one of example supportive learning autonomy in my class in terms of student's assessment"

The important point that can be distinguished between common learning and learning autonomy is student's responsibility. The teacher stated that the prominent activities that should be grown in the learning autonomy process are the activities which have accountability value. He explained that accountability is responsibility awareness in order to complete duties. To build this character to the students, the teacher must give follow up or feedback to each student's task that has been given. There must be an impact and consequences that students get when they cannot finish the task properly. This activity is preventing any possibilities where the students leave and ignore their responsibility in completing the task. The teacher also added that by growing this value in each learning activity, hopefully their responsibility awareness will appear and increase.

"The key to make sure students are autonomy is focusing on accountability or responsibility awareness. Each task or assignment that given to the students should have consequence that make them becomes more responsible to do it. If they do not pay any responsibility to their assignment, they will get the consequences of it, and that will be their problems" The teacher also mentioned some examples of learning activities that have been done in his classroom which have accountability values, such as small group presentations, reading annotation, multiple choices test in a learning management system (LMS), and others. The teacher also had scoring rubrics and some aspects that should be completed in each student's task, so that the teacher can measure student's progress whether they have achieved the learning goals or not, he also gives feedback on each student's task based on their progress.

"We usually had small group discussion, reading annotation, multiple choice test in a learning management system (LMS), and the others activities as our accountability learning activities. I checked all of those tasks one by one, and then left feedback for each student's task in order to prove the practical of accountability value"

After the teacher taught students based on the lesson plan, there were also some topic discussions which are not finished in one meeting, some of them needed more time to be discussed. In this case, the teacher said that he usually gave a task for students that should be submitted in the next meeting. The teacher described the task as clearly as he could, then he liked to remind students about the task some days before the next meeting will come. He made sure that there were no surprises in his class, so that he always tried to inform his students to not forget to prepare what should be prepared and finish what should be finished.

"I also remind them about the information which I gave in our last meeting, some days before the next class is started in order to prevent student's misbehavior happened"

#### b. Lesson Begin

In the next strategies which are strategies in point fifth until seventh were delivered when the lesson begins. At this moment, the teacher is more focused on the strategies when he starts the class, involving the first meeting of a learning subject in a class, the first meeting of a new topic discussion, and the first meeting of each meeting with the students in the class as shown in figure 4.3. The description as follows below. Giving crystal clear explanation, learning motivation, and understanding about learning process since students joined the class.

Creating situation where students want to learn

Offering varieties of learning activity to the students

Figure 4. 3 Teacher's Strategies: Lesson Begin

Lesson Begin

1. Giving crystal clear explanation and understanding to the students

A first meeting of the class is considered as one of the important aspects that should be prepared well by a teacher. The teacher mentioned that this part becomes important since it will decide the next process to run. He explained that this part is more focused on increasing student's awareness in successful learning. The teacher highlighted that the biggest portion of successful learning is dependent on the student's effort, not the teacher. It means that each student has to be more active in the learning process since the teacher has explained all of the reasons, learning goals, lessons, learning value, scoring and assessment aspects of his class. If each student does not try to participate actively in their learning itself, they will not get much more learning value in the learning process.

"Since we met in the first meeting of the class, I had given clear understanding to the students that 60% successfulness of learning is depend on the students, not teacher"

Moreover, the teacher also explained that a good teacher who does the best effort in teaching for their students will not ensure the student will be successful in learning if the students themselves do not want to be successful in learning. As reported by the teacher, he explained that as a teacher, he just did his best effort in helping students to be successful, but the active person who brings success itself is the students. He also explained that teachers could not always control and pressure the students in every single part of learning activity, because it would not be good for them. If there were not any willingness from students themselves to reach success, the best effort from the best teacher in supporting them might seems to be useless at that time. The teacher stated he also explained to the students that the only one person who decides successful learning is the learner itself who can take part actively in their learning.

"Even though we have explained from A to Z, but we as a teacher cannot control and pressure students to really listen to our explanation or not. That is why we cannot learn for student, but students itself who can learn for themselves"

All of those efforts in explaining and giving understanding to the students is reasonable. As reported by the teacher, building strong understanding to the students about the importance of their learning is extremely important to do in the first meeting of the class. He added that this way is one of effort in increasing students' responsibility and awareness in their own learning. If the explanations were absorbed well by the students, then they can choose either they will try to do the best to achieve their learning goal or just be stuck and feel enough without reaching their goals. If students choose to move on in order to be better learners in achieving learning goals, accountability will grow within it.

# "By giving that understanding to the students, hopefully the accountability value will be appeared from themselves"

Another thing that is also important to do in the first meeting of the class is making a classroom contract. The teacher mentioned a classroom contract he had with his class. The classroom contract here includes classroom rules between the teacher and the students in the class, such as the rules when there are students who cannot submit the task on time, coming late and excreta. This classroom contract will help both teacher and students to keep in the way of achieving the learning goals since the learning process is started until the class is over.

"In the first meeting of the class, I gave clear understanding and make a classroom contract"

"As I remembered that I also made a classroom contract in your class, right?"

"As agreed in our classroom contract that the students who cannot submit the task on time will get penalty"

#### 2. Creating situation where students want to learn

The other thing that is also important to do in the beginning of the lesson is creating a supportive learning atmosphere for the students. The teacher explained that there should be next action given to the students after giving motivation and understanding the reason why they have to learn. Being motivated in mind is quite easy, but taking action to move from your comfort zone in order to be a better learner is difficult to be practiced alone. As reported by the teacher, teachers are responsible to be supportive of students in their learning so he should prepare the support system of learning for his students. It is creating a supportive learning atmosphere where students are directed to have willingness in learning and be more aware to be responsible in learning itself.

"Giving motivation and reason of learning to the students is not enough. We must create a situation where students want to learn"

One of ways in creating a supportive learning atmosphere to the students is to attract student's interest in a lesson from the beginning of the lesson. The teacher had explained that the beginning of a meeting is very important, so it is also the same with the beginning of the lesson. As reported by the teacher, this engaging effort is very important, because if students are engaged with the lesson from the beginning, they will learn and do what has been asked happily without any pressure from the teacher until the class is finished. Therefore, they will feel more comfortable and enjoy the learning process. *"We should engage them by giving attractive material from the beginning of the lesson"* 

One of the ways to create attractive material is to get in touch with the material. The teacher mentioned that a material becomes more interesting if we face it directly in our daily life. He added that if a material is sterile and unsuitable from its practicality, it will be uninterested. The teacher also explained that the keywords of this step are trying to connect the existing theory with the practicality in the reality of life so that the students will have their own views and ideas about how the theory really goes on. By knowing the reality of the theory, the students will be more engaged and might be more curious about the lesson because of what they have they found since they learned it.

"To create attractive material, we have to connect among the existing theory with the fact and the practical that we usually faced"

There are many examples of attractive materials. One existing example of it was from the teacher's class. He mentioned an existing theory from his material that was theory of grammar translation method that was discussed in his class. He explained that many education experts criticized the grammar translation method in the theory, but in fact, it was a very useful way to us as Indonesian people who live in a country where there was not any native speaker. He added that he also mentioned to the students about the expert's point of view from the existing theory with the reality of practicality in our daily life. He engaged the students to be critical to see both theory and reality, and then find the conclusion of it.

"The thing that can be interested is for example, grammar translation method which is more left behind in the theory and it was criticized by many experts, but in fact it was used by almost Indonesian people and it gives good impact. I explained that to my students that it also was very useful to Indonesian people who learn English as foreign language" 3. Offering varieties of learning activity to the students

The other ways in creating supportive learning atmosphere, where students want to learn, is by having creative teaching strategies. Each teacher has their own strategies in order to make their students feel happy during the learning process, one of them is to adjust based on the student's learning type. As reported by the teacher, this way of teaching is exactly right and useful, but it will become difficult to identify and implement a learning activity based on the student's learning types if there are more than 30 students in a class. Therefore, all of his students should be treated with the same teaching method.

"It was very difficult and unpracticed to give different teaching method based on each student's preferences way of learning with large total number of students in a class"

However, it does not mean that a teacher cannot be creative in teaching when they teach a large number of students in a class. The teacher explained that one of alternative ways to make the class more enjoyable is creating some different learning activities in the class. He also added that all of those learning activities should be supported for students to learn the topic or lesson that should be discussed. The teacher also explained that the learning activity menu should be prepared well before the class starts, because it combines between the lesson that should be learned and the fun activity which is suitable within. So, it needs time to be prepared well by the teacher. Then the teacher offers the learning activity menu to the students to be chosen.

"One thing that I can do was varying the learning activity. I have prepared several of learning activities menu which is appropriate with our lesson or topic discussion, and then I offer it to the students"

Giving a chance to the students to choose which learning activity that will be done helps students to increase their willingness to learn in the learning process. As reported by the teacher, all of the students do the learning process based on the chosen learning activity together. So, the students can have their own option learning method which almost all students choose and all students are treated similarly to each other.

"Then we do the learning activities which was chosen by the students together"

c. Whilst Teaching

The next strategies that were used by the teacher is the eighth till tenth point of the teacher's strategies. Those three strategies were delivered whilst teaching moment since the teacher did those while the learning process was run. At this moment, the teacher is only focused on the ways of interacting with students that can be seen concisely in the figure 4.4 below which is followed by the detailed explanation.

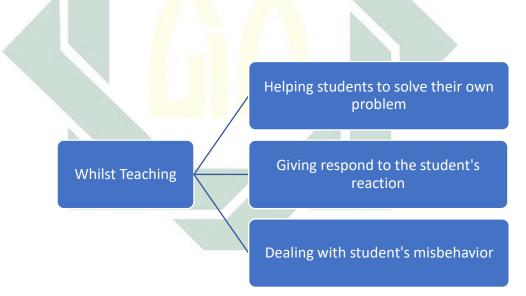


Figure 4. 4 Teacher's Strategies: In Lesson

#### 1. Helping students to solve their own problem

In teaching and learning practices while the learning process is run, teachers usually find their students who have problems in their own learning. In this stage, teachers have their own role as helpers to their students. As reported by the teacher, he also found those phenomena while the learning process was running. One of the phenomena that he found is finding some students who were unconfident within themselves. He added that the students seemed shy and quite afraid to speak up and gave questions to the teacher. It could affect their learning process and it will be bad if there is no action to help them.

"Of course, sometimes there were some students who want to ask but they looked like uncomfortable within because they might be afraid and shy to ask to me directly"

As a helper, teachers who realize that their students have problems in their own learning should do something to help them. The teacher explained that he also tries to think of ways to help his students solve their own problems. Starting from one of the student's unconfident that he found during the learning process, he creates a learning activity where students have a chance to explore themselves to boost their self-confidence. Then he created a small group discussion to be one of learning activities that has accountability value where each student has to speak up, question, answer, and give opinions. This learning activity becomes a chance where students can explore their own capacity and build self-confidence without having higher worries to be seen by all people in the class. The teacher also added that the question which the student could not answer could be asked to the teacher by a representative of each group.

"Actually, it had solved in small group discussion activity. Usually, if they find any difficulties, they ask to their friends. If their friends also do not understand, finally they ask to me"

#### 2. Giving respond to the student's reaction

While the learning process is running, teacher sometimes also find other unpredictable things and run out of lesson plan, such as a student's reaction or response. As reported by the teacher, he also caught some student's reaction that was not suitable with the lesson plan path. One of it is a student's reaction when he accidentally had to leave the class before the time was over due to an urge to do so. He added that it was ok to leave them in a condition where they know what should be done because a teacher actually could not control and oversee students all the time. He explained that students were also still learning within or without control from their teacher since they all were adult students.

"Of course, we cannot always control and oversee them all that time like they are children all along"

Leaving students accidentally when the learning process has not finished yet is something alarming for teachers. However, there are many possibilities where students might not do what they were asked to do when the teacher left them. As reported by the teacher, he explained that as a teacher, he has to keep trusting students and give them space to realize that they should learn within or without control from their teacher because it becomes the student's responsibility since they are a learner. He also mentioned that if the material is interesting from the beginning of the lesson, the students would do the task happily without any pressure to do it even if they are left by the teacher. Therefore, the teacher highlighted to give attractive material in the beginning of the lesson, trust them and always have positive vibes to give chance to their students to measure their responsibility.

"Firstly, we have to trust them. Secondly, I think if the material is engaged from the beginning, it will make them do what should be done without any pressure"

When a teacher cannot directly control the learning process for a while and tries to trust students but then sometimes the teacher could find a different fact with their wish. The teacher explained that sometimes students cannot finish nor do the task as he wishes, but he still trusts them. He mentioned that students might need space to relax because they are tired and saturated after doing something in a day. He also added that teachers have to understand student's psychology because when students feel interested in the lesson, they will follow it and it might be different when their psychologist is unwell enough. At least it might affect their learning process; therefore, the teacher could not pressure them to do what have been asked properly.

"But if they cannot do or finish what should be done when we leave them, yeah... It is ok. Maybe they feel tired or saturated at that time, but we have to keep trusting them"

Another student's reaction which is run out from the teaching path is lateness in completing or finishing something. As known, that teacher has a timeline to finish the lesson from the institute and it might be unexpected when some students cannot follow and run together with the teacher's timeline. As reported by the teacher, this phenomenon was also found when some students could not submit what should be submitted. He explained that he waited for the students until they could submit it, but it would be unfair if there were no differences between students who complete the task on time and delay. Therefore, the teacher mentioned classroom contracts that have been agreed by both the teacher and all students in the class. One point of the classroom contract consists of agreement in lateness for both students and teacher. He explained in one of the student's points of lateness, those one who cannot submit the task on time will get a penalty. The penalty means decreasing the score of the task.

"When students were asked to submit the reading annotation then some students could not submit it on time, so we will wait it, but lateness means penalty in our classroom contract"

The other student's reaction, which is also run out from the teacher's plan, is the student's alibi. Sometimes, some students might give several alibis when their teacher asked them to do a heavy project or assignment in order to ask the teacher to decrease the assignment or delay the deadline. This happened in the teacher's class. He explained one of student's alibi when some students told that they were not ready to present the topic and asked for delaying their turn. He said that he actually refused the student's request without giving reason that he had informed the task or activity several times. He mentioned that he also explained the negative effect of it. That is why he highlighted that

there were not any surprises in his class and no one is lack of information. Therefore, students could not say that they were not ready.

"Be ready or not is not my business, because there were never any surprises in my class. So, if it is their turn to present, they have to present based on the timeline"

# 3. Dealing with student's misbehavior

In teaching and learning practices, usually teachers find problems even if they have prepared well to teach. One of the problems that teachers usually faced is student's misbehavior. As reported by the teacher, he found some student's misbehavior during the learning process such as lateness in submitting assignments and requesting to delay the timeline of a project. He explained that as a teacher, he has to give an appropriate response within reason in order to answer the student's unsuitable response that might hinder the learning and teaching process. As mentioned by the teacher, the appropriate response could be practicing rules which both teacher and students agree with.

"Yes, we need to continue the presentation due to the timeline..."

"If we follow those student's wants, it will be much messed up and bad for ... "

"Oh ya... we can wait it until they can submit it. Lateness means penalty..."

Moreover, the teacher also explained that action should be taken to prevent this similar condition from happening in other meetings. He explained a way, that is giving clear information about the task or the activity that students have to do for the next meeting on that day. The teacher also added that he always made sure that students will not forget the information, by reminding them about the task and the things that should be prepared well for the next meeting through a learning management system of the class. He also reminded the captain class to make sure her or his classmate to prevent students from missing the information. Therefore, there will not be any reason for students either saying they miss the information or unready to do the activity.

"To anticipate those things will be happened again, we have to inform to the students what should be prepared and do for the next meeting. Then remind them again some times before the next meeting to make sure they were not miss any information. So, there were no any surprises"

Teachers did so many efforts in order to help their students to reach their learning goals. One of them is motivating the students. However, being motivated is relatively easier than taking real action to get out of your comfort zone. As reported by the teacher, he created rules and applied disciplines in his class to help his students to take real action in order to get out of their comfort zone so that they can reach their learning goal as time goes on. He also added that students usually break the rules since they feel unready to fulfill it for the first time, then they get consequences from it since they agreed to the classroom contract agreement. He also mentioned that time flies and the students are accustomed to do it without breaking any rules easily. As mentioned by the teacher, this reason is also important to be delivered to the students in the first meeting of the class since there are learning goals that should be reached.

"Exactly, students could be motivated by words, but it did not always mean they will automatically do the practice. When they felt the real consequence of it, then they will accustom to be discipline time by time and then they will accustom to do it"

The other behind reason in creating rules and building disciplines in the teacher's class is the assessment point. As reported by the teacher, the teacher assessed each student's task including small tasks. He stated that a simple task or daily task is also important to be assessed due to the curriculum and assessment point from the institute. He explained that the daily task was not difficult enough because the

importance of those were given routine. He mentioned that the daily tasks were task that is not part of middle and final test and it has medium score portion in learning process.

"Moreover, the principle of giving a score and assessment to the students is not only from Middle and final test, but also daily task. As If I am not mistaken, the portion of score is about 30%. It does not hard, but it has to be routine. Therefore, they have to understand that it is small but quite important"

The other student's misbehavior is disobedient. As reported by the teacher that he also found some students who still do not care and are responsible for their learning even though they listened to all of the teacher's explanations about their learning achievement and got many consequences of breaking rules. The teacher believed that those students actually do not need any treatment to be helped. The teacher precisely argued that the students were aged, matured and they did those things within full consciousness so that the teacher did not need too much on always asking and reminding them to do what should be done properly all the times which were too tiring and useless.

"Of course, there are still students who do not take care of their own learning. They did not need any treatment to help them because they were aged and actually, they did it within full consciousness. Therefore, it will be very exhausted if we too much pursue on them"

To deal with disobedience which students have done, the teacher has the last way to solve it. The teacher said that the last way is giving a low score based on what they have tried to do. He precisely believed there was not any pressure for the students if they did not want to be helped since they did it within full consciousness.

"So, their score is low, just as simple as that"

d. Post Teaching

Next strategies that were used by the teacher are the eleventh and the twelfth point strategies. Those two strategies were done in post-teaching activity since the teacher did those after finishing the teaching process. The

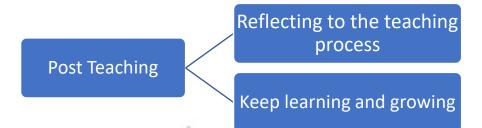


Figure 4. 5Teacher's Strategies: Post Teaching

detailed strategies can be seen in figure 4.5 and followed by the descriptions below.

Building good habits needs consistency. As reported by the teacher, reflection in teaching was the beginning part to be consistent. The teacher believed that a reflection session after teaching could boost him to learn again. He argued that there were many things found from teaching reflection. From those reflections, the teacher took action to take in order to have a better teaching process. He stated that those were part of the growing process.

"I think all of those were part of growing process. I also did not realize it when did I start it. If we did reflection to our teaching, there will be any wants to learn"

The next part to be consistent for teachers is always learning and growing. The teacher stated that the next step after doing reflection is learning. He believed that learning could become a bridge to have better teaching since learning can help him to improve his way of teaching. The teacher argued that improving teaching by always doing reflection and learning would grow him to be a better teacher in order to help students reach their learning goals as time goes on.

"If we as a teacher have willingness to keep learning and growing, so there will be ways to be better"

# A. 2. Characteristics of learner autonomy possessed by students

The data about characteristics of learner autonomy that were had by students were found after collecting a questionnaire and a student's note. There were 21 students of the English Language Education Department in Method in ELT class who filled out a close-ended questionnaire and wrote notes through Google form. The data showed some students actually had almost all of the learner autonomy's characteristics, some students had some of the characteristics, and a student had few of those characteristics. The data is divided into five main categories based on the characteristics of learner autonomy and presented based on the arrangement of the characteristics.

1. Understanding the learning goals

The first character of learner autonomy is understanding learning goals. In order to know whether students have the first character, this study delivered questionnaires and notes to students. The questionnaire is asking about the frequency of understanding their learning goals in learning English Language Teaching. The results of data were presented in the figure below.



Figure 4. 6 Understanding Learning Goals

According to the data there were 11 of 21 students (52%) in the class who confessed that they always understand their learning goals. Then 10 of 21 students (48%) admitted that they sometimes did it. There were not any students who chose never option in answering frequency of understanding learning goals. So, it can be concluded that all students have the first character of learner autonomy that is understanding their learning goals.

Those are the results from the questionnaire, compared with the result of the student's note. The note was written by the students which describes their learning goals in learning English Language Teaching. The data showed there were sixteen students who described that their learning goals in learning English Language Teaching was to understand how to be a great English teacher for students. Many students also added their description about the other goals before preparing to be a good teacher (see table 4.1). As described by student C, and student H who argued that their learning goals first is to understand and master the English first, then share it with their students. Moreover, the other students such as student I and student N added their learning goals which is to increase their academic skills and become fluent in speaking English. The brief of the student's notes were presented below.

Always			Sometimes			
D	"My learning goals are being best English teacher for my students in the future and helping them to achieve their goals in the future with high quality in attitude, religious and idea"	A	"To know how to teach English well which is suitable with the valid curriculum"			
F	"To be a great teacher so that the next Indonesian generation ready up to International standard students"	В	"I want to practice the theories about teaching learning that I got"			
G	"I can learn English as well by using any methods"	C	"To understand English language, master it, and share to the others by becoming teacher"			
Η	"To develop knowledge, understanding, and skill related to English Language Teaching, So I can teach well, soon"	E	"To know how to teach well"			
K	"Master the material well"	Ι	"To learn how to teach English language in appropriate and interactive way, to increase my academic English skills"			
L	"To <mark>improve my English skills</mark> "	J	"I know how to teach English well and how to apply it"			
N	"Know how to teach the students very well, such as the method, material, excreta and also speak English fluently"	М	" <mark>Being</mark> an <mark>expert in English</mark> "			

0	"Deepen foreign language so that it is easy to get the job that I want"	Р	"Being a good English teacher"
R	"To be able to give good quality of teaching for our future students"	Q	"To make me <mark>understand about English teaching</mark> "
S	"My learning goals in learning English Language Teaching is to know how to teach well"	Т	"To prepare myself to be qualified and innovative English teacher"
U	"To know how to teach well by giving appropriate teaching method to our future students based on their preference way"		

However, from the student's note there were also some student's descriptions of their learning goals that are quite inappropriate with the goals of learning English Language Teaching. It could be seen from the description written by student G, student K, student L, student M, student O which has yellow colors (see table 4.1). All of those descriptions of their learning goals seemed to be goals in learning English, not precisely focused on English Language Teaching. Otherwise, those things might not seriously be inappropriate because English Language Teaching is also learning about the English Language. So, it can be concluded that there were actually some students who understood their learning goals but they did not understand all aspects of the learning goals yet, so that they only understood few of them.

Therefore, for the first characteristics of learner autonomy, the conclusion is this character was fulfilled perfectly by almost all students 16 of 21 students (76%), and also had imperfectly by few students that is 5 of 21 students (24%).

# 2. Knowing the learning area of the lesson

The second characteristic of learner autonomy is that they know the learning area of the lesson. Based on the questionnaire data, 38% of students admitted that they always know the learning area of a certain topic that they want to learn. Then 12 of 21 students (57%) admitted that they sometimes know the learning area of it. Furthermore, 5% of students

confessed that they never knew the learning area of the lesson. The data can be seen in the figure below.

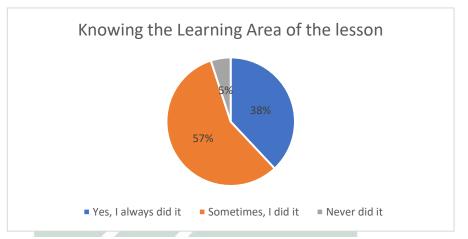


Figure 4.7 Knowing the Learning Area of the Lesson

Based on the 21 responses from the questionnaire result that presented above, it can be concluded that the students who know the learning area unfrequently were much more than students who always did it. Moreover, there was also a student who was obsessed that she never did it.

The result of the questionnaire was also compared with the result of the student's note which asked students to describe the area of their learning in learning English Language Teaching. From the description in the student's note, there were 8 descriptions which are suitable with the learning area of English Language Teaching: students A, student E, student I, student J, student O, student P, student U (see table 4.2). They were from both always and sometimes groups. Their description of the area of learning English Language Teaching was similar to anything related with teaching English, such as teaching skills, methods, strategies, syllabus and excreta. The data of the student's note can be seen in the table below.

Always			Sometimes	Never	
В	" <mark>English language</mark>	А	"Aspects of teacher,	D	"I do not
development"			students, and ways of		know
			teaching"		what is
Е	"In addition to know	C	"Written English and		the area

Table 4. 2 Knowing Learning Area of the Lesson

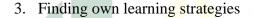
F	the knowledge, the field that must be obtained is skills, because we learn to become teachers who must teach students" "Teaching methods that make students	G	the oral ones" "Speaking and writing English"	of learning that should be acquired"
	want to learn enthusiastically"			
н	"The area of communication and language, technology and social"	Ι	"Maybe something about curriculum, syllabus, teaching techniques, and strategies. Well, I do not really know about it"	
K	"I am sorry, I do not really know"	J	"In my opinion all area of learning is important, so I need to acquire as much as I could"	
N	"such as grammar, conversation and four aspects of learning English (reading, writing, speaking, listening)	L	" <mark>Café</mark> "	
Q		М	"It might be self- improvement"	
R	"speaking"	O P	"Spoken English, Method in English Language Teaching" "All of things that related with English language teaching. Maybe passed the subject provided by English Language teaching"	

S	" <mark>Understanding the</mark> material"
Т	"The important point is
	<mark>grammar</mark> , because <mark>it is</mark> my weakness"
U	"At least, in English language teaching, I must can understand all of those things related within then I have to implemented it"

Furthermore, the student's note also presented some different response between the student's note and the questionnaire that have been answered. Those responses were categorized into two categories. The first is a less appropriate response that can be seen from student B, student C, student G, student H, student N, student R, and student T's response in both always and sometimes groups. Their responses referred to areas of learning English such as speaking, writing, listening, reading, and grammar. While student M preferred to have self-improvement as his learning area. Those responses actually seemed to be the area of learning English, which also still has relationship with English Language Teaching. However, it could not cover the focus of Learning English Teaching's learning area, but it was not too far from the topic.

The second category is an extremely inappropriate response. It could be seen from the description responses from student K who was chosen to always know the learning area in the questionnaire, but He wrote that he did not know the learning area in learning English Language Teaching. Another inappropriate response came from student L who admitted sometimes knowing it, but he wrote that the learning area of learning English Language Teaching was café. It seemed to be an extremely inappropriate response. The other responses came from student S who described the learning area of English Language Teaching as understanding material. All of those responses showed that the students seemed to not understand the meaning of the learning area itself. It can be concluded that there were actually some students who did not know their learning area yet, but they admitted in the questionnaire that they knew it. Therefore, students who were categorized in the second category were reputed to have never done it. So, the total number of students who are in the never group became four students, student D, student K, student L and student S.

Therefore, both the results of the questionnaire and the student's note, showed that not all students had this character well. The second characteristics of learner autonomy is knowing the learning area of study were had perfectly by 9 of 21 students (43%), had imperfectly by 8 of 21 students (38%), and were not had by 4 of 21 students (19%). So, it can be concluded that the second characteristic of learner autonomy is knowing the area of learning that was had by almost all students in the class.



The third characteristic of learner autonomy is the students can find their own learning strategies that work for them. The result of the questionnaire showed that 43% of students always find their own learning strategies. Then the other 57 % of students admitted that they sometimes know it. There were not any students who could not find their own strategies in the questionnaire. The result of the questionnaire is presented



Figure 4. 8 Finding Own Learning Strategies

below.

The result of data from the questionnaire in the figure showed that almost all students were able to find their own learning strategies several times, rather than students who always did it. Furthermore, there were not any students who could not find their own learning strategies.

While compared to the student's note, almost all of the students described their own learning activities that worked for them. Based on the student's note, each student has their own preferred way of learning that is very various strategies. Their learning strategies which were described in the student's note was such as making resume, summarizing, taking notes, relearning the material that given, practicing the theory, pairing work or discussing, getting engage with the lecturer's explanation, taking seriously on the assignment, having list to do and learning target then execute it, listening to podcast and many others. Those descriptions were presented in the table below.

	Always		Sometimes			
E	"Make some resume that use my	А	"Create as much comfortable as			
	own language about the material		learning atmosphere, then I summarize			
	what I have learned"		the lesson and understand it"			
F	"Adapt to student's need and	В	"I like note-taking the material that I			
	which learning methods that she		focus to learn"			
	or he comfortable with"					
Η	"I always practice something new,	С	"The first is managing my time as best			
	not only learn the theory of that		possible to do daily individual study.			
	but also practice"		The second is ask to the source of			
			information such as trusted friends,			
			internet (e-book), and the others. The			
			third is do daily practice by watching			
			any English videos in YouTube. I			
			always try my best to maximize the			
			technology"			
Κ	"Summarize each meeting"	D	"Usually, I start to make list to do			
			especially for my assignment. In my			

Table 4. 3 Finding Own Learning Strategies

			perception, list to do is very helpful for me to finish my assignment easily and completely. In addition, when I finishing an assignment, I decided to read some materials related the topic of that. Moreover, I think writing some materials in my notes also become support system for me"
L	"By using technology"	G	"Pair work or discussion, guess the picture and describing by using my own language"
Ν	"Other than relearn the material from the lecturer, I also study alone like repeating the old material from junior or high school, study new material from internet especially from YouTube, and I also download some apps on my mobile phone to learn English"	Ι	"Always do the assignment given to me seriously, even it is not perfect. Then engage with the lectures, and try to find any references related to them"
Q	"For the activity"	J	"Focus on lecturer explanation, try to find another explanation from other sources, and sometimes discuss with friend about topic"
R	"Listen to the podcast of how did I get here by Jae Day6"	M	"Remembering and practicing"
S	"Read and summarize the learning materials"	O P T U	<ul> <li>"Read, understand, and remember"</li> <li>"After learning in the class, I should repeat in my room then discuss it in a small group"</li> <li>"I take a note the material then I learn it"</li> <li>"Usually, I prefer to have contextual</li> </ul>
			learning strategy and role play"

The data from the student's description showed that mostly students actually had the third characteristics of learner autonomy. It could be seen that 19 of 21 students described appropriate responses according to their learning preferences in order to achieve their learning goals in learning English Language Teaching. Moreover, there were also some students who described more than one strategy and steps in the way they learned which is helpful and worked on them.

However, even though most students had the third characteristic by showing appropriate responses, there were still two students who wrote inappropriate answers in the aspects of finding their own learning strategies in learning English Language Teaching. Those students were student F and student Q (see table 4.3). The responses from student F seemed to be more suitable for a teacher who has to find strategies for their student rather than find learning strategies for himself. It was followed by responses from student Q which extremely seemed to be indescribable in the aspects of learning strategies in learning English Language Teaching. By looking at those responses, it could be concluded that they might not have found any strategies that are suitable for themselves so that they could not describe it in the student's note like their other friends. Therefore, those two students were claimed as students who do not have the third characteristic of learner autonomy, that is to find their own learning strategies.

So, the comparison from both results of questionnaire and student's note concluded that the third characteristic of learner autonomy was had perfectly by mostly all students, that is 19 of 21 students (90%), while the other 2 of 21 students (10%) did not have this characteristic. Those can be seen from their description of their own ways of learning that work and are helpful for them. Moreover, those student's descriptions of learning strategies were very varied and different between each other. Therefore, mostly students could find their own learning strategies which is becoming one of the characteristics of learner autonomy.

4. Assessing their own capability

The next characteristic of learner autonomy is they assess their own capability in order to measure the progress of their learning. Based on the result of the questionnaire, most students were actually assessing their own capability based on the frequency and there were only very few students who never did it. The data from the questionnaire were figured out below.

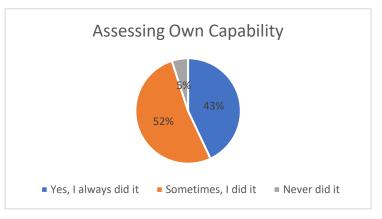


Figure 4. 9 Assessing Own Capability

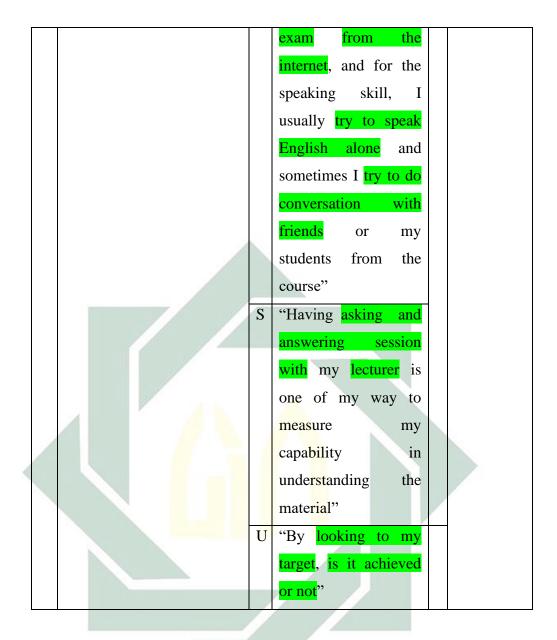
The data from the questionnaire showed that there were 11 Of 21 students (52%) who assess their own capability rarely and 43% of students who always assess their own capability. Furthermore, 1 of 21 students (5%) admitted that she never assesses her own capability by herself. So, the result of the questionnaire can be concluded that almost all of the students actually have this third characteristic of learner autonomy.

The other result comes from a student's note. Compared to the result of the questionnaire, the descriptions from students were mostly appropriate between the questions and responses. There were 20 of 21 responses that described the way students assess their learning within the help of a test given by the lecturer or try to find other ways. Some descriptions in the student's note presented that there were various ways of assessing a student's capability that they did by themselves. Those assessing ways were such as checking the right answer by yourself after having a test from lecturer, rewriting materials, answering questions then reflecting it from other sources, doing practice, asking to foreign friend to analyze a mistake, having an asking and answering session with the lecturer, and many others.

Always			Sometimes		Never		
D	"When my lecturer gives	А	"Answering questions	Ι	"Thr	ough	
	an assignment to measure		or doing reflection"		test	given	
	my capability and	/			by	the	
	knowledge, <mark>I</mark> always check				lectu	irer"	
	my answer is true or not by						
	looking to my note or book						
	related to the subject.						
	When I think my answer is						
	correct, I just expected that						
	I have learned the subject						
	well"						
F	"I practice my teaching	В	"I recently rewrite all				
	skills on my friends and		of <mark>my knowledge</mark> that				
	family"		I got from the lecturer				

Table 4. 4 Assessing Own Capability

			and my note taking. I
			whether I understand
			or not"
Н	"By doing practice, I can	С	"I often <mark>do many</mark>
	assess myself. I will know		things to test how far
	the capability of mine		I am now. One of
	already increase or stuck.		them is do chatting
	If I did a practice		with my foreign
	successfully, it means that		friends who the fact
	my capability increased"		are very good in
			English and analyze
			how many mistakes I
			have done. I also
			installed English
			learning application
<			such as Duolingo to
			improve my English
			skills"
K	"In a <mark>test</mark> "	Е	"By doing practices"
0	"Try the question and test	G	"I can understand any
	the question and answer		strategies to learn
	with yourself or with		English"
	friends"		
Р	"From the point that given	J	"Try to practice the
	by lecturer"		knowledge"
Q	"Achieved for me"	L	"Practice with my
			friends"
R	"I speak with myself"	M	
	i spour murniybon	111	person about my
			improvements"
Т	"Summarize all of things	N	-
1		IN	
	that I have learned"		knowledge by do the



Therefore, it can be concluded from those assessing strategies that were described by mostly 20 of 21 students (95%) proved that English Language Education Department students had the fourth characteristics of learner autonomy. Meanwhile, there was only one student who did not have this characteristic because as described by her, she only assessed herself by only joining test from the lecturer. So, almost all students assessed their own capability as one of the characteristics of learner autonomy.

#### 5. Evaluating their own learning process

The last characteristic of learner autonomy is they evaluate their learning process in order to know which thing that should be improved. According to

the result of the questionnaire, it showed that all of the students had this characteristic, whether they were from a group or always a group. There were not any students who admitted never doing this activity in their learning process. The result of a questionnaire that was distributed to 21 students was presented in the chart below.



Figure 4. 10 Evaluating the Learning Process

The data from the questionnaire gained that 14 of 21 students (67%) admitted that they rarely did learning evaluation by themselves. It was followed by another data which came from 7 of 21 students (33%) confessed in the questionnaire that they always did learning evaluation. While the result of the questionnaire did not show any students who admitted that they never did learning evaluation. So, it can be concluded that the result of the questionnaire showed that all of the students actually did a learning evaluation for them.

Those are the data collected from questionnaires, compared to the data from notes which were written by the students where they were asked to describe their own way in assessing their learning process in order to achieve their learning goals. The data from the student's note is descriptions of evaluating strategies by the students. The data found that 19 of 21 students (90%) described appropriate responses due to assessing ways. The student's responses showed that there were various data of ways in evaluating learning process done by the students, such as doing reflection after got score or suggestion from lecturer, checking the achievement of learning target, asking from friend's honest rating and suggestion, discussing and sharing with friends, comparing understanding, and checking understanding of the material. The student's response due to the ways of evaluating their learning process is presented in a table below.

Always		Sometimes		
В	"I asked to the lecturer about my progress in their class and read again the material from the previous semester"	A	"Reflection"	
E	"By comparing my understanding about one material with other materials"	C	"I guess my answers are the same with the one step above"	
F	"I use my friend opinion and suggestion to improve my teaching and English ability"	D	"I think when I know that my score or feedback from my lecturer is not good, I try to find what the problem or my mistake. After that, I want to fix it by maximizing my capability and knowledge"	
K	"Depending on the score"	G	"Sometimes reading the materials or remember the materials while explain to my friends"	
Q	"It is important for me"	Н	"By checking my work whether is it same as my expectation or not. My expectation is already based on the trues theory I used. So, if it is not same as that, I know that there are something need to be revised"	
R	"I speak with myself and record it so that I know where is my weakness"	Ι	"Through the feedback given to me"	
S	"Doing review of material a week before the class is started"	J L M	"Discuss with my friends" "I do not know" "I pay attention to the development of my skills, if I do not find any progress after learning, I will use other methods or ways to learn the same material. I will also ask my friends to honestly rate my skill development after the learning process. That why I can know my development from the point of view of others. I also evaluate myself by asking for material that I do not	

Table 4. 5 Evaluating Their Own Learning Process

	understand or to friends and lecturer"
Ν	"After assessing my self-capability, I
	do the introspection by myself the
	relearn it again"
0	"sharing with friends"
Р	"After got the point from lecturer,
	maybe I can evaluate my learning
	process. When I got difficulties to
	understand I can ask my friends to give
	their opinion and make a conclusion
	from the topic"
Т	"Learn with friends who is more
	understand"
U	"Usually, I need to recall whether there
1	is things which I do not understand yet
	in English language teaching"

Furthermore, the data of student's note was also found 2 of 21 responses (10%) from students which were inappropriate due to the questions of the way they evaluate their learning process. The responses came from student Q and student L (see table 4.5). The student Q wrote indescribable response which is inappropriate with the questions, while the student L admitted that he did not know the way in assessing his learning process. Compared with the responses of students L in the data from questionnaire, he admitted doing evaluation rarely to his learning process that is crossing with his response in the description of student's note. Therefore, it can be concluded that those two students referred to did not have any evaluation process they did since they could not describe the way of doing evaluation by themselves.

So, from the comparison between data from the questionnaire and the student's note, it can be concluded that this last characteristic of learner autonomy that evaluates their learning progress is actually had by almost all English Language Education Department students, that is 19 of 21 students (90%). It was proved by descriptions of their ways due to evaluate their learning progress that was written in notes that were distributed to them. While the other 2 of 21 students (10%) did not have this one of learner autonomy's character since they could not describe the way of evaluating their learning progress.

From those results of five characteristics of learner autonomy that were compared between the results of the questionnaire and students' notes and there were some differences in data between them that was explained in each point. Therefore, the final result can be seen below.

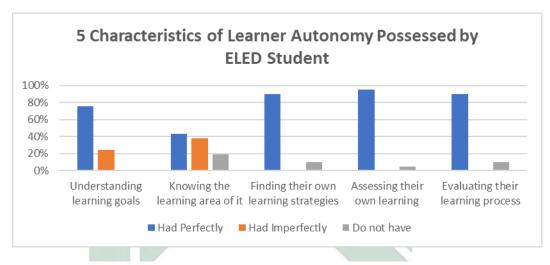


Figure 4. 11 Characteristics of Learner Autonomy Possessed by ELED Students

From the figure, it can be seen that almost all ELED students had all of those five characteristics of learner autonomy. The students were divided into three categories, those that had the characteristic perfectly, had the characteristic imperfectly and did not have the characteristic yet. Firstly, 16 of 21 students (76%) had perfectly the first characteristic and 5 of 21 students (24%) had it imperfectly. Secondly, if students know the area of learning of it, it can be seen since 9 of 21 students (43%) could mention the learning area of learning ELT perfectly, 8 of 21 students (38%) mentioned imperfectly, and 4 of 21 students (19%) could not mention it. Thirdly, students can find their own strategies that work for them since 19 of 21 students (90%) can describe their own learning strategies perfectly and 2 of 21 students (10%) could not do it. Fourthly, if students assess their own learning, it can be seen since 20 of 21 students (95%) can describe their ways in assessing their own capability perfectly while the other 1 of 21 students (5%) stated that she only depended on the teacher's assessment.

Fifthly, it is evaluating their own learning process that can be seen since 19 of 21 students (90%) could write the way they evaluated their own learning whether it is successful or not perfectly while 2 of 21 students (10%) could not do it. So, it can be concluded that almost all students of ELED had all of the five characteristics of learner autonomy.

## **B.** Discussion

This part of the study discusses the research findings according to the theories that were discussed in Chapter II related to the research questions of this study. This study has two focuses that became the research questions of this study the teacher's strategies in building learning autonomy habits among English Language Education Department students and the characteristics of learner autonomy that were had by English Language Education Department students. Therefore, this chapter will explain each of the findings related to the research questions and connected to the existing theories that were described in Chapter II.

# 1. Teacher's Strategies in Building Learning Autonomy Habits among English

# **Language Education Department students**

Related to the research findings of the first questions of this study, teachers did twelve ways to build learning autonomy habits among students that can be seen in figure 4.1. The teacher asserted that all strategies are related with activities in creating a supportive learning autonomy atmosphere in order to help students to be more aware and responsible for their own learning. It is related with the important roles of teacher to the student's learning process where teachers are not only transferred a knowledge but also help the students to achieve their learning goals within<sup>91</sup>. Moreover, teacher also has responsibilities in fostering students to be learner

<sup>&</sup>lt;sup>91</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

autonomy by giving motivation, increasing student's responsibility in learning, and raising student's awareness of their own learning so that they do not only depend on their teacher<sup>92</sup>. It was in line with the findings that were gained from interviewing the teacher, the teacher actually showed effort in practicing those strategies to be activities that were delivered to his students. It can be seen from the activities that he did to fulfill those strategies that have been covered in figure 4.1, figure 4.2, and figure 4.3. The interview data also found that those activities must become the main principles of his teaching in order to grow autonomy in students. Therefore, the finding became one to prove to both existing theories and previous studies.

However, there are many strategies that teacher do in order to grow learning autonomy to their students such as reported by existing recent studies were found that mostly teachers promote learning autonomy by giving different learning activities to help students find their preferences way of learning<sup>93</sup> and training students to learn and practice the lesson<sup>94</sup>. Related to the result of the interview with the teacher, the teacher also stated that he actually did those two ways as one of strategies that he did in the point of creating varieties of learning activity in order to help students to be learner autonomy that can be seen in the figure 4.1 in the second point. So, this finding supports the findings from the previous study in the way of giving various learning activities to the students to grow up learning autonomy.

Moreover, based on the theory, creating supportive learning atmosphere will help students to develop and increase student's awareness and responsibility to their

<sup>&</sup>lt;sup>92</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>93</sup> Xhaferi, Brikena and Gezim Xhaferi. (2011). Developing Learner Autonomy in Higher Education in Macedonia. *Procedia - Social and Behavioral Sciences Journal*. 11: 150–154."

<sup>&</sup>lt;sup>94</sup> Maslakhatin&Lianawati, Ayong. (2017). The Implementation of Autonomous Learning English Pronunciation of Guidance and Counseling Department Students. Journal of English Teaching Adi Buana, 02, 115 - 124

learning due to the process of becoming learner autonomy<sup>95</sup>. It also supported by Reeve who believed that growing learning autonomy needs positive supportive atmosphere that teacher done as their teaching strategies<sup>96</sup>. In line with this, according to the data from the interview, the teacher stated the next step after giving motivation to the students is creating a supportive learning atmosphere where students want to learn. It can be seen from figure 4.1 and figure 4.2. So, this finding also strengthens the existing theories that teachers have to create supportive learning activities where students want to learn due to growing learning autonomy in the learning process.

Furthermore, Reeve believed that actually there is certain ways to create supportive learning atmosphere<sup>97</sup>. He mentioned that there are three main supportive strategies which are delivering meaningful rationales, reducing negative feelings, and using non-controlling language to their students<sup>98</sup>. Those three main strategies were breaking down by Reeve into six positive instructional behavior that were also divided into three main point based on the time of doing the activities<sup>99</sup> (see figure 2.1). Those three main positive instructional behaviors that are parts of strategies in creating supportive learning autonomy are Pre-Lesson reflection, lesson begin, and in lesson.

Firstly, Pre-Lesson Reflection described the stage where teacher have to plan and prepare things that needed by teacher to teach students in the next lesson<sup>100</sup>. Reeved explained that this stage needs teacher's imagination to imagine both of what their student's needs and want so that they know what should be given and prepared

- <sup>96</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). *Building Autonomous Learners*. London: Springer.
- <sup>97</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). Building Autonomous Learners. London: Springer.
- 98 Ibid
- 99 Ibid
- <sup>100</sup> Ibid

<sup>&</sup>lt;sup>95</sup> Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Third Edition. Completely Revised and Updated. Longman: Pearson Education Limited.

for it<sup>101</sup>. Related with the findings from interview data, the teacher also had this stage which is namely Pre teaching that can be seen in figure 4.2. From the data, the teacher tried to find ways and make a plan in order to create supportive learning autonomy that is suitable with the topic of the lesson, create some appropriate learning activities, prepare the necessity that needed, then sometimes remind his students about important information such as assignments or things that should be brought. Those proved that the teacher has covered the strategies that are explained by existing theory since the teacher critically thought about learning activities which are interesting for students and boosted them to be more responsible for that learning activity. It was not an easy task since the teacher has to create something that is both adored and able to achieve the learning aims. Teacher has to know how it could be felt by the students when they do it. Either they will be happy or bored, either they only do it just for fun or learn valuably through an attractive way. Therefore, it means that the teacher had practiced the existing theory where this stage directed the teacher to use their imagination while creating appropriate and adored learning activities for students. So, this finding supports the existing theory in the first step of creating supportive learning autonomy.

Secondly is lesson begin which is described as a stage where teacher should elicit students to be active learner by building inner motivational sources, then delivering logical explanation<sup>102</sup>. Reeve mentioned that building inner motivational sources are from deliver interesting learning activity that was might be liked by students so when it is delivered to students, the students will accept and enjoy to do it because their inner motivation was growing<sup>103</sup>. Meanwhile, Reeve explained that when the students seem to refuse the learning activity, teachers have to deliver logical explanations to them so that they understand and continue the learning process as

<sup>101</sup> Ibid

<sup>&</sup>lt;sup>102</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). Building Autonomous Learners. London: Springer.

<sup>103</sup> Ibid

planned. However, according to the data of the interview with the teacher, it was found that actually the teacher also had this stage, but in different ways such as in the way to build student's inner motivation, time when teachers have to deliver logical explanations and the way to engage the students.

The different ways could be seen since data from the interview showed there were three main activities that were mentioned by the teacher when he started the class that can be seen in the figure 4.3. The data found that the teacher has several ways due to build inner motivation to the students, such as building strong understanding about learning aspects (goals, score, excreta), creating situations where students want to learn by giving interesting material, and offering varieties of learning activities to the students. That way is actually different from the way explained by experts in the existing theory which builds inner motivation by engaging students with interesting learning activities which was prepared and then if the students prefer to do another learning activity, teacher have to deliver logical explanations. While, from the data of the interview, it can be seen that the teacher had extremely delivered logical explanations from the first time, especially in building strong understanding for the students in the beginning of the class. Moreover, he also engaged students by directing students to be critical when he delivered a material so that it became more interesting to be learned. So, those activities that were done by the teacher directed him to always deliver logical explanations. Moreover, as reported by interview data, he has his own strategy that is offering a learning activities menu so that there was not any refusing statement from the students because they must choose the options of learning activities. So, the findings were extremely supportive of the existing theory even though they deliver in different ways, meanwhile giving addition ways to make students have the option to choose their learning activities even though it must be done together.

Thirdly, is whilst teaching that is described as a stage which teacher has to manage the class while the learning process is run by doing supportive autonomy behaviors that is recognize and accept student's reaction of negative effect, be more informative, do not use pressuring language and be patience<sup>104</sup>. Due to the data of the finding, the teacher mentioned some strategies that should be done while the learning process is running due to react to the unplanned event coming from students, such as being unconfident to speak up, tricky in delaying the timeline of learning target, and lateness. According to Harmer, a teacher who also has a role as an observer has to monitor their students whether they have problems or not, then help them to solve it<sup>105</sup>. Based on the finding of interview data, the teacher found ways to solve those problems by helping students to solve their own problem, responding to the student's reaction and dealing with the student's misbehavior (see figure 4.4).

However, the strategies used by the teacher actually havess some similarities and connections with strategies promoted by Reeve. According to Reeve, common problems comes while the learning process is usually from disengagement, misbehavior, and poor performance<sup>106</sup>. Compared to the data of finding, the student's disengagement which is found in the finding is lateness, where the students are late in submitting their task then they get penalty since they broke their agreement with the teacher in the classroom contract. Moreover, the data of finding also found that some students had alibis in order to ask the teacher to delay thes timeline as student's misbehavior. In addition, the finding also found poor performance comes from the

<sup>&</sup>lt;sup>104</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

<sup>&</sup>lt;sup>105</sup> Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Third Edition. Completely Revised and Updated. Longman: Pearson Education Limited.

<sup>&</sup>lt;sup>106</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). Building Autonomous Learners. London: Springer.

students where some students were shy and unconfident to speak up even just for asking questions to the teacher. Therefore, there are some connections and similarities in the problems that can be found in lessons both from the existing theory and from the finding of the research.

In addition, the other connections and similarities come from the way to solve the problems. Reeve mentions that teacher has to recognize and accept student's reaction of negative effect, be more informative, do not use pressuring language and be patience as supportive autonomy behaviors to solve the problems<sup>107</sup>. Compared to the finding of this research, the teacher explained that he actually listened to the student's explanation when they explained reasons for asking for delaying the timeline, but after they finished, the teacher refused the student's request by giving clear understanding of reason and impact that they would get if the teacher granted their wish. Then the teacher also mentioned that the learning process finally ran well as planned. So, the finding is extremely supportive for the existing theory from Reeve in a way to recognize and accept negative effects and be informative since the teacher had done all of those activities.

Moreover, the finding also found from teacher's statement that he still waited students who late in submitting their task, but then he implemented the classroom contract which lateness meant penalty so that made students must to submit it even they were late without got irritated from the teacher since they agreed with the classroom contract. The finding also found from the teacher's explanation that he was never pressuring students who did not take care of their learning even if they got everything because the teacher believed that they did it with full consciousness and they were aged, so that there was not any pressuring on them. The teacher also

<sup>&</sup>lt;sup>107</sup> Chia, Liu Woon& John Wang Chee Keng. (2016). Building Autonomous Learners. London: Springer.

mentioned the last way to deal with those kinds of students that are giving low scores based on their effort in their own learning. Therefore, the finding found that the teacher was actually preferred to be more patient, informative and disciplined in the way of dealing with student's misbehavior rather than getting angry and using pressing language to underestimate the students to submit the task.

In addition, the teacher actually was patient since he waited and did not get angry at anyone in the class. Even students made mistakes only by implementing the classroom contract. Moreover, the finding shows that the teacher never delivered pressure language to the student even though the students were very stubborn due to their learning process. The finding also reported that the teacher always was more informative rather than angry to his students since he always gives clear understanding of reasons, impact and consequences of something so that he wished the students' awareness would be increased within. So, it can be concluded that this finding is extremely prove the existing theory due to the way in finding, reacting and solving problems which happened while the learning process is running in order to help students to be learner autonomy

Those were strategies in creating a learning autonomy atmosphere to the students in order to help them to be learner autonomy to their learning process. According to Benson, the purpose of learning autonomy is not only for exploring the way to learn for achieving good academic performance for the learner, but also build a foundation for lifelong learning and development<sup>108</sup>. In addition, building lifelong learning needs consistency. Being consistent with something good in order to keep the path in a way to be better is not an easy task. As the best known philosophy whichever known, that keeping something to be still in a good condition is more

<sup>&</sup>lt;sup>108</sup> Benson, P. (2001). *Teaching and Researching Autonomy in Language Learning*. London: Longman.

difficult than reaching it. This case is similar to the condition that teachers face in order to be consistent in creating a supportive learning autonomy atmosphere due to help their students to be learner autonomy in their learning. In line with this, Little argued that a teacher will not able to help students to be learner autonomy if they themselves cannot fulfil the qualified behavior for success in learning autonomy<sup>109</sup>. Therefore, it can be concluded that teachers who help their students to be learner autonomy was also learner autonomy which means they also have their own strategies as one of their characteristics to maintain the consistency in creating a supportive learning atmosphere to their students.

Fourthly, in post teaching, the teacher mentioned that he also had routine rituals that became ways to keep him always in the path of playing the teacher's role in creating supportive learning autonomy to the students after finishing the teaching process. The finding found that the teacher actually did not realize the process of when he started to create a supportive learning autonomy atmosphere to his students but he only believed those were one of his growing processes in order to have a better teaching skill which is needed for his students. Moreover, the data also showed that the teacher admitted to often did reflections after teaching, then from those reflections engage him to always learn and learn more in order to be better in teaching. The finding found that the teacher believed if a teacher wants to do reflections, they will always learn and grow due to always being better than before. It is supported by Littlewoods who explains that ability and willingness that come from teachers can change their own behavior in order to be autonomous<sup>110</sup>. In addition, he also mentioned six important points of teacher who can help their students to be learner

<sup>&</sup>lt;sup>109</sup> Little, D. (1995). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentic Language Learning Resources Ltd.

<sup>&</sup>lt;sup>110</sup> Littlewood, W. (1997). Autonomy in Communication and Learning in The Asian Context. In KMITT (eds.) *Proceedings of the International Conference Autonomy 2000.* Thonburi, Thailand: KMITT, 124-140

autonomy better than another and one of them is self-awareness that is talking about reflections that is done by teacher due to evaluate themselves in teaching. So, it can be concluded that the teacher actually had implemented the existing theory of a teacher who is better in helping their students to be learner autonomy is a teacher who has self-awareness.

Other important points mentioned by Littlewood are awareness, responsibility, challenges, participation and collaboration, changing roles (see table 2.2)<sup>111</sup>. Compared with the finding of this research, the finding found that the teacher actually implemented all of those six important points of a teacher who is better in helping their students. It can be seen from some teacher's explanations during the interview due to answer strategies in building learning autonomy for the students. Firstly, point of awareness which can be recognized since the teacher could mention student's problems, student's negative reaction, and student's misbehavior that was unconfident to speak up, tricky in delaying timeline, lateness, and stubborn. Secondly, point of responsibility which can be known from how the teacher did many efforts to create a supportive learning autonomy atmosphere for his students that he did in pre teaching, lesson begin, and whilst teaching (see figure 4.1).

Thirdly, points of challenges that can be recognized since the teacher had willingness to learn more due to have better teaching skills after doing teaching reflection. The willingness to learn came when he found difficulties or problem that arose from his reflection that challenged him to learn more to improve his teaching skills. Fourthly, points of participation and collaboration that can be extremely seen since the teacher invited his students to discuss agreement in a classroom contract in

<sup>&</sup>lt;sup>111</sup> Littlewood, W. (1997). Autonomy in Communication and Learning in The Asian Context. In KMITT (eds.) *Proceedings of the International Conference Autonomy 2000.* Thonburi, Thailand: KMITT, 124-140

order to reach their learning goals. Moreover, both the teacher and the students had shown good collaboration in implanting the classroom contract since both of them agreed to it.

The last point is changing roles which is recognized since the teacher could adapt, deal and found ways quickly and properly for each unpredictable situation when the learning process was running such as when students found delivered alibi in order to ask for delaying timeline, when students seen to be unconfident and found difficulties with their own self. Moreover, the finding also found that all of those efforts that were done by the teacher could solve the problem occurred in the class well since the learning process could run well as the path. Therefore, it can be concluded that the finding of this research extremely supports the existing theory of points of teachers who are better in helping their students to be learner autonomy.

# 2. The characteristics of Learner Autonomy Possessed by English Language Education Department Students

Based on the findings of this study, most students of the English Language Education Department have five characteristics of learner autonomy: they understand their learning goal, know the learning area that should be acquired, are able to find learning strategies that work for them, assess their own learning progress, and evaluate their learning. It shows that the students were active in taking control of their own learning. According to Benson, students should be more active in their learning process because the successfulness of learning autonomy is actually based on the student's effort in taking control of their learning. It is also supported by the teacher who was participating in this research that had explained that actually teachers could not learn for students, but the students themselves who could learn for themselves so that all of the success of learning is actually dependent on the students' self not on the teacher. It means that students also have to be active in learning autonomy so that the learning process can occur properly. However, a learner's autonomy is different from a common learner since they have high awareness in taking responsibility for their own learning. It makes them identify differently due to knowing whether they are active in their own learning or not. So, knowing the students whether they have been active as learner autonomy in their own learning or not is actually important since the main subject of learning autonomy is the students.

Little explains that actually learner autonomy is easy to be identified because they have their own characteristics<sup>112</sup>. Holec mentions that a learner categorized as learner autonomy when they can recognize their learning goal, find appropriate sources of learning, recognize their own learning strategies, assess their learning progress and evaluate it<sup>113</sup>. In addition, Little mentions that learner autonomy like to realize their responsibility of their learning, take action in planning and executing their learning, and frequently review their learning then evaluate it<sup>114</sup>. However, there some studies preferred to identified learner autonomy with other ways, such as measuring the implementation of three main characteristics of learner autonomy (selfplanning, self-monitoring, self-evaluating)<sup>115</sup> and developed indicators of good learner autonomy by looking at student's characters such as learners learn how to learn, have problem-solving skills, have good self-efficacy, and enjoy the learning process<sup>116</sup>. Those results of previous studies were actually similar with the existing theory since they have the same cores as the existing theory. Therefore, identifying learner

<sup>&</sup>lt;sup>112</sup> Little, D., Ridley, J & E. Ushioda. (2003). *Learner Autonomy in Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*. Dublin: Authentik.

<sup>&</sup>lt;sup>113</sup> Holec, H. (1981). Autonomy in Foreign Language Learning. Oxford: Pergamon

<sup>&</sup>lt;sup>114</sup> Little, D., Ridley, J & E. Ushioda. (2003). *Learner Autonomy in Foreign Language Classroom: Teacher, Learner, Curriculum and Assessment*. Dublin: Authentik.

<sup>&</sup>lt;sup>115</sup> Wulansari, Fitri, HeryYufrizal, and Hartati Hasan.*Analyzing* Autonomous Learning at First Grade of Junior High School Students. *UNILA Journal of English Teaching* (n.d.): 13.

<sup>&</sup>lt;sup>116</sup> SuphandeeUnjana et al. (2018). *Indicators of Characteristics of Learners Autonomy in English Language of Primary 6 Students in the Northeast of Thailand*. Educational Research and Reviews. 13, no. 15: 590–597.

autonomy is actually easy just by looking at their characteristics whether they had practiced it on their own learning or not.

Compared to the findings of this study, it found that almost all students definitely knew how to learn since they could write their learning goals, described their own learning strategies that work for them, mentioned their own ways in assessing their capability and evaluating their learning process. The finding also found that some students were actually self-planned in their own learning since they always made a target point, list to do, daily schedule due to managing their time between learning and other activities, and many others (see table 4.3). Moreover, the students also had self-efficacy since many statements in the student's note were written about how enthusiastically they were on their learning target in the learning strategies point. The finding also found in the assessment point that they did not give up easily when their target was not reached properly by trying to find the source of the problems then find the solutions to it. Moreover, the finding also found that the students definitely enjoyed the learning since almost all students were able to describe their own learning strategies, the ways of assessing and evaluating their learning process enthusiastically, it can be seen how long sentences were written in the notes. So, the finding of this study strengthens both the previous studies and existing theory in the characters of learner autonomy.

#### **CHAPTER V**

## **CONCLUSION & SUGGESTION**

The fifth chapter discusses the conclusion based on the data that have been analyzed in the previous chapter and the suggestions for teacher, students, and other researchers.

#### A. Conclusion

Based on the findings of this research which was discussed in the previous chapter, building learning autonomy needs the teacher's role in creating a supportive learning autonomy atmosphere for students that is very important in building learning autonomy habits for students. There are several strategies in creating supportive learning autonomy to build learning autonomy habits for students, those are;

- 1. Finding, planning, and providing supportive learning autonomy atmosphere for students related with the topic from the beginning until the end of the learning
- 2. Creating varieties of learning activities which has accountability value to be delivered for students in the next meeting
- 3. Preparing the complete material, media, tools, some resources for students to be read
- 4. Reminding students about their task some days before the class starts to minimize student's misbehavior.
- 5. Giving crystal clear explanation, learning motivation, and understanding about the learning process since students joined the class.
- 6. Creating situation where students want to learn
- 7. Offering varieties of learning activity to the students
- 8. Helping students to solve their own problem
- 9. Giving respond to the student's reaction
- 10. Dealing with student's misbehavior

#### 11. Reflecting to the teaching process

#### 12. Keep learning and growing

Those 12 strategies are delivered into four moments in the run-in teaching process. Firstly, point number one until number four is delivered in pre-teaching activity since the teacher did those strategies to prepare everything before teaching the class. Secondly, point number five until point number seven is delivered when the lesson begins. Thirdly, point number eight until number ten is delivered whilst teaching activity since the teacher did those strategies while the learning process was running. Fourthly, point number eleven until point number twelve is delivered in post teaching activity since the teacher did those strategies after finishing the teaching process.

Moreover, the finding of this research found that mostly students of English Language Education Department of State Islamic University of Sunan Ampel possessed all the five characteristics of learner autonomy with 76% students understand their learning goal, 43% students know learning area that should be acquired, 90% students able to find their own learning strategies, 95% students assess their own capability, 90% students evaluate their own learning.

#### **B.** Suggestion

The result of this study implies some suggestions for teachers, students, and other researchers which is described below.

## 1. Teachers

Since learning autonomy has very huge benefits for students in their lifelong learning, teachers should play their role properly to help them reach their learning goals because a teacher's role is actually not only to distribute knowledge to them but also

help them to find it within themselves by being learner autonomy. However, learning autonomy has to be activated either from a student's intrinsic motivation or extrinsic motivation. Here is the time for teachers to play their roles to activate it by creating a supportive learning atmosphere to grow student's motivation and increase their awareness in their learning. Therefore, this study suggests teachers create a supportive learning autonomy atmosphere for students which can be developed before teaching, beginning of teaching, while teaching and after teaching in order to have reflection. So, hopefully teachers can try to practice and implement the finding of this study that strategies were used by the teacher in building learning autonomy habits among the English Language Education Department.

2. Students

Having a great teacher will not certify successful learning if there is not any follow up from students because the success of learning is actually dependent on the student's hand as the main subject of learning itself. A teacher cannot teach for students, students themselves are the only one person who can learn for themselves. That is why students have to have high awareness of responsibility in their own learning and then have good collaboration with teachers to reach the learning goals successfully. Therefore, this study suggests students to be more aware of their own learning and should measure and do reflection to themselves whether students have practiced the five characteristics or not then do evaluation and reflection to their own learning. Moreover, students also can try to practice the five characteristics of learner autonomy from the simple one. So, hopefully students can learn from it in order to have better learning and improve their learning ways.

#### 3. Other researchers

This study still has shortcomings because of the limited occasion and time. Therefore, considering the findings from this research it can be suggested to the other researchers who are interested in developing study in the similar field. It will be much better if researchers can expand the area of the study or the topic such as exploring the kind of difficulties and challenges that teachers face ins creating supportive learning autonomy atmosphere for higher students and the way to deal with it. Moreover, researchers also can expand from students' point of view, such as exploring intrinsic and extrinsic motivation that come to the students who have all five characteristics of learner autonomy that increase their self-awareness of learning responsibility.



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