

## **Teachers Perception of Learner Autonomy in Senior High School**

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### **Abstract**

The purpose of this study was to describe teachers' perception about learner autonomy in senior high school. This study was designed as a qualitative research. In doing so, four English teachers in senior high school were interviewed to identify their further general perceptions towards learner autonomy. In this study the researcher used unstructured interview and open ended question to gain the data. The finding has shown that the teachers have a good understanding in learner autonomy principles, a various understanding about the teachers' practices in offering autonomous learning and a rich understanding in explaining the challenges in helping the learners become more autonomous.

**Keywords:** teachers, perception, learner autonomy

### **Abstrak**

Tujuan dari penelitian ini adalah untuk menjelaskan pemahaman guru tentang otonomi pelajar di sekolah menengah atas. Penelitian ini dirancang sebagai penelitian kualitatif. Dengan demikian, empat guru bahasa Inggris di sekolah menengah atas diwawancarai untuk mengidentifikasi persepsi umum mereka lebih lanjut terhadap otonomi pelajar. Dalam penelitian ini peneliti menggunakan wawancara tidak terstruktur dan pertanyaan terbuka untuk mendapatkan data. Temuan ini menunjukkan bahwa para guru memiliki pemahaman yang baik dalam prinsip otonomi pelajar, berbagai pemahaman tentang praktik guru dalam menawarkan pembelajaran otonom dan pemahaman yang kaya dalam menjelaskan tantangan dalam membantu peserta didik menjadi lebih otonom.

**Kata kunci:** guru, persepsi, otonomi pembelajaran

### **INTRODUCTION**

Learner autonomy in English language learning and teaching has been a hot topic for a long time. In the last decade, there have been lots of studies with the aim of developing learner autonomy in different levels of English language teaching at different educational institution. In twenty first century, the most significant topic of educational institutions is learner autonomy. In recent years, a number of modern technique and approach have been used to promote learner autonomy in foreign language education. Learner autonomy requires pedagogy development to make a knowledgeable generation by allowing students to take the responsibility by themselves. Hence, educational institution has to equip learners with all information for their learning, but

it can give general information regarding communication and education system as a way of improving continuously for the learner (Camilleri, 1997) In the Indonesian context, Lengkanawati (1997) argues that learner autonomy is less of pretension than in the Western context.

In KTSP curriculum, the teacher is a model of target language and primary sources of knowledge. Moreover, the students tend to be passive in learning activities. On the other hand, in the new curriculum or 2013 curriculum the teacher is a facilitator for the students. In 2013 curriculum students need to take responsibility to become autonomous learner. Learner autonomy makes the students more affective. The implementation of 2013 curriculum provides an expectation in learning process

from giving information by the teacher to the students and now permitting students to find information by themselves. In this case, the students are required to become autonomous learner by using an appropriate learning strategy that make students capable to improve their learning activity.

Language teachers are required a sense of autonomy. Language teachers who not have any autonomy-oriented training may get difficulties in creating such a classroom culture. Autonomous teachers take responsibility for the education that they give to the students.

Teachers need to experience autonomic skills early on teacher training, therefore they can lead a good orientation against the development of learner autonomy in their own teaching and their students can lead the responsibility for their own learning. Studies on the learner autonomy in language learning is not only focus on out of class learning but also in classroom practice (Holec,1981).

Therefore, the study will be investigated to the teachers' perception of learner autonomy do teachers have in senior high school with three research questions: (1) How is the senior high school teacher's belief of learner autonomy in an EFL classroom?, (2) What practices do senior high school teachers offer to create an autonomous learning environment?, (3) What challenges do the senior high school teachers face in helping their learner become more autonomous?

Related to the three research questions above, the purpose of this study was to describe teachers' belief, teachers' practices and teachers' challenges offer to create an autonomous learning environment in senior high school.

According to Dicknison (1987:81) defined that learner autonomy is important in the learning context. It means that autonomy refers to the situation in which the learner takes responsibility for the decisions concerned with his or her learning and undertakes the implementation of these decisions. Frieire (1996) explains autonomy as the learners' capability and freedom to build and rebuild the taught knowledge. Jeffries definition of learner autonomy seems to be the most suitable for the purposes of this study. This is because the researcher concerned with the teacher practice and challenges to create an autonomous learning environment.

In the twenty century, a number of researchers stated that the concept of autonomy is a matter of levels; there are some models of autonomy levels. According to Nunan's (1997) there are five levels of autonomy in the learner action: awareness, involvement, intervention, creation, and transcendence. At around the same time, Littlewood (1997) mentioned the three dimension of level

autonomy. The first, autonomy as a communicator get involved 'the students have to apply the language autonomously in real life'. The second, autonomy as a learner, it means the ability to apply actively and to take the responsibility for their own learning. The last, autonomy as a person, it involves 'a higher-level goal of greater generalized autonomy as individuals'. It means that autonomy is not only used in determining learning goal but is applied in one's own life.

According to Nunan's model of level autonomy in language learning is linked to second stage of Littlewood's model "Autonomy as a learner". The aim of autonomy as a learner, is as stated in Nunan's model. Nunan's theory concentrates on classroom-based foreign language learners, whose autonomy grows and changes through five stages: (1) awareness -the learner is the recipient of information; (2) involvement -learner is the reviewer and selector among given options; (3) intervention -learner adapts official goals; (4) creation - learner is the inventor, originator and creator of his/hers own goals; (5) transcendence -learners identify their own interests and create goals relevant to those.

Teacher perception on learner autonomy is teacher's thought have about their students- are shaped by their background knowledge and life experiences about learner autonomy. These experiences might involve their history or tradition, education system, culture or community. Moreover, there are many kinds of terms to describe the teacher's role in the autonomous learning activity such as 'Facilitator', 'helper', 'counselor', 'consultant', 'advisor', 'coordinator', 'knower' and 'resource'. Little (2009) believes that the development of autonomy in education cannot occur without the teacher's role which is shaped by three pedagogical principles. Those are learner involvement, learner reflection and target language use. In recent year, teachers should develop autonomy in the learning process. According to Ellis and Sinclair (1989) explained the teacher can play an instrumental role as:

- Discussing with learners about the content, material, technique, etc.
- Alloting with learners in a way by giving sources that teachers have but the student have not the material, so the student can access.
- Driving the discussion in classroom about the subject.
- Reassuring learners become aware of their learning.
- Accepting learners to establish their own sides in their learning and respecting their opinion
- Advising and giving direction to individual learners when necessary

According to (Dickinson,1987,p.6), there are three recommendations for the teacher to promote learner

autonomy. The first way by showing independence in the learning process, in a way the teachers have to concur and promote learners to be more autonomous. The second way, the teacher can develop a autonomous view by convincing the learner that they are capable to become learner autonomy. The last by providing the learner to improve their independence; by helping the learner to develop learning techniques and learning strategies.

**RESEARCH METHODS**

Based on the research questions and the purpose of this study, The research was conducted by using qualitative approach in which the researchers is as the main instrument to collect the data by interviewing the teachers. The most importance of using qualitative research is that the design is an appropriate way to investigate English teachers’ perspective on learner autonomy. The purpose of descriptive qualitative research is to describe a certain phenomenon in depth and detail (Ary, 2010). The result of this research was explained in description.

The subjects of the study involved four English teachers in different senior high school. This study presents two teachers who teach in formal senior high school and two other teachers from Islamic senior high school. For the formal school, those English teachers are female. On the other hand the Islamic school belong male and female teachers. This study was conducted in senior high school which use 2013 curriculum. Those subjects were chosen because those teachers have good ability in teaching English.

From the three types of questions, in this study the researcher used unstructured interview to gain the data. The interview guide typically consists of open ended questions in order to stimulate the correspondents to answer with more depth and a lengthier response. (Fink, 2000). The open ended questions in the interview guidelines were on the learner autonomy about teachers’ belief, practices and challenges of learner autonomy in EFL classroom. In interview guide there were 22 questions. The questions number 1 until 6 were utilized to complete the answer from research question number 1. The questions number 7 until 19 was applied to complete the answer from research question number 2. Furthermore the questions number 20 until 22 were utilized to complete the answer from research question number 3.

3	Do you think learner autonomy important? Why? Why not?
4	Do you think learner autonomy can be achieved by learners of all cultural background?
5	Can learners’ attitudes be changed from traditional to a more autonomous view of learning? In what way?
6	Does the teaching and learning environment in Indonesia help the development of learner autonomy? In what ways?
7	Can you say more about what you do to encourage autonomy in your learners?
8	In the beginning of the class, do the students identify their own strength/weakness? Can you give the example?
9	How does the teacher do to make the students aware of their learning activity?
10	In your opinion, how important is of student’s involvement in determining the strategy/style in learning activity?
11	How do the students involve in teaching and learning process?
12	Do the students modify and adapt the task? Can you give the example?
13	Do the students apply their own preferred learning style/strategy? Can you give the example?
14	What activities do you use to give learners opportunities to learn from each other?
15	What strategies do you think to be adopted to improve learner autonomy?
16	What technique/approach do you use to promote learner autonomy?
17	What kind of text and activity do you use to promote learner autonomy?
18	Do the students have used English to communicate with other people?
19	What should you do to motivate students to become more autonomous and responsible in or outside the classroom?
20	What constraints do you face in helping your learners become learner autonomy?
21	How do you overcome the problems?
22	How good are students in these senior high schools at learning autonomously?

Table 1. Questions in the in-depth interview

No	Questions
1	In your opinion, what is the role of the teacher?
2	What is your notion of learner autonomy?

The location of interview was placed at the subjects’ school, specifically in his or her workroom. The room of interview must be quiet and settled because the in-depth data and the well-designed atmosphere were needed to build up subjects’ convenient feeling.

The interview of this research was conducted four times. It was held on March 12<sup>nd</sup> 2018 and March 14<sup>th</sup> 2018 for formal senior high school and March 14<sup>th</sup> 2018 and March 20<sup>th</sup> 2018 for Islamic senior high school.

As mentioned previously, the process of transcribing or creating typewritten records from audio recordings and analyzing the data begins during and after collecting data. Mostly, in qualitative research, there are five steps managing, describing, classifying, interpreting and reporting to analyze the data (Ary et al,2010; cohen et al ,2007). First, the researcher started to manage the data in the interview. In this step, the transcription was done after the interview from the recording. Then all data collected from teachers were organized and grouped separately on the teacher's name. Then the following step is classifying the data. Because the data were in the form of teachers' answers, the data were coded in order to simple differentiating and familiarizing the data. For example, 1TE1 represented the first teacher's response number one. It continued until 4TE1 for the fourth teacher's response number one.

Table 2.Example of data coding

Interviewer code	Questions and utterance	Subject's Code	Interviewee's Response
1LA1	1. In your opinion, what is the current role of the teacher?	1TE1	
		2TE1	
		3TE1	
		4TE1	

Lastly, the result of the data collected were interpreted and reported interpreting and reporting the data. Then the data was reported in the form of descriptive and narrative after summarizing the idea of the teachers and the response that related to the theory.

As the desired data was collected through interview, the researcher implements member checks as an approach to establish data credibility. In this study, the interviewer or the participant was provided with the relevant section of a research study and the participant can have the right to invite comment on the accuracy of the report and to gain further clarification, understanding, and accuracy from participants.

## RESULT AND DISCUSSION

### RESULT

#### Teachers Belief of Learner Autonomy in an EFL Classroom

From this part, the researcher found the teachers' views about teachers' belief of learner autonomy in an EFL classroom. In response to the question number 1, almost all the subjects had the same opinions that the roles of the teachers are becoming a guide, facilitator, motivator, counseling and role models. Furthermore, to answer question number 2 all the subjects spelled out only a slight of definition of learner autonomy. The four subjects appeared to have a very well notion of learner autonomy as independent learning. The students can take charge their own learning both inside the classroom and beyond. Moreover, to answer question number 3, it is mostly agreed that learner autonomy is important in activity. Learner autonomy can make the students become independent and more creative. However, Subject 1 thought that learner autonomy can become important but there are other materials that students need a teacher.

Table 3. Interviewee's Response of Question 1

Subject 1	<i>...learner autonomy can become important. But there is something that students cannot learn themselves and English subject can help to become autonomous because English is communication.</i>
Subject 2	<i>...yes, because we are going to educate to make our students become more independents.</i>
Subject 3	<i>...this is very important, the teacher can not also accompany every single day, every single week.</i>
Subject 4	<i>...yes indeed because learner autonomy can make the students creative in learning activity and the teacher can be innovative.</i>

In response to question number 4, all of the subjects explained their opinion that learner autonomy can be achieved by learners of all cultural background. Subject 2 and 3 thought that learner autonomy were influenced by student different cultural background. They thought that each student has different background of knowledge. On the other hand Subject 1 had the opinion that learner autonomy was not affected by their cultural background. To answer question number 5, it is agreed that learner's attitude can be changed from a traditional to a more autonomous views. Moreover, the four subjects gave an example for it. Subject 1 stated that now the

student can learn grammar from any situation not only from the pattern immediately, but it can also from a text or conversation. In response to question number 6, all the subjects had different opinions. Subject 1, 3 and 4 agreed that teaching and learning environment in Indonesia helps the development of learner autonomy. However Subject 2 stated that only 50% the teaching and learning environment in Indonesia helps the development of learner autonomy, because the facilities were inadequate, for example, the availability of books in Indonesia is still incomplete. Furthermore, the books are still very expensive and only few schools have complete books.

**The Practices of Senior High School Teachers Offer to Create an Autonomous Learning Environment**

This part provided the teachers' way to create an autonomous learning environment. In answering question number 7, the teachers had various answers in terms of improving learner autonomy. Subject 1 explained by giving a stimulus, in language in the beginning the teacher must give inducement like picture, puzzle, question and song or poem to attract students. Moreover, Subject 2 and Subject 4 suggested by giving more interesting topics and creative learning materials for the learners. Subject 3 explained by motivating the students to learn by themselves and giving project in a group.

Table 4. Interviewee's Response of Question 7

Subject 1	<i>...yes, by giving a stimulus, in language in the beginning we must give inducement like picture, puzzle, question and song or poem to attract students, then he must learn.</i>
Subject 2	<i>...with more interesting topic for the learners.</i>
Subject 3	<i>...by motivating them or to encourage them to learn by themselves with making a group for them in giving project.</i>
Subject 4	<i>...give creative learning materials to the students not depend on the book, may be the teacher get the material from internet, other book, seminar we can adopt from them .</i>

To answer number 8, it is agreed that in the beginning of the class, the students identify their own weaknesses. Most of the students tell their weaknesses in tense and remembering vocabulary. In response to question number 9, the subject explicated various responses in making the students aware of their learning. Subject 1 and Subject 2 explained that the students have responsibility to finish the KD, hence students will have to be aware that they have to learn, because of the

demands. Subject 3 stated by giving them a motivation and giving assignment in the group. While subject 4 answered by giving innovative and more activities for the students. To answer question number 10, the importance of student's involvement in determining the strategy and technique in learning activity, Subject 2 and Subject 4 said that student's involvement in determining the strategy is very important. Meanwhile Subject 1 and Subject 3 explained that see the background of the students first because each student has different background and different skills. In response to question 11, all of the subjects described various responses of students' involvement in teaching learning process. Subject 1 and 3 asked the students to decide what they want to study, what activity they want to do. Subject 2 and Subject 4 argued that students' involvement depends on topic of the materials but the teacher encouraged the students to improve their English. Answering the question number 12, all the subjects agreed that the students modify and adapt the task. Furthermore, all the subjects gave example in modifying and adapting the task. Subject 1 answered that presenting a biography makes the students modify the task, students showed off more than expected, there was video and physical evidence. Subject 2 answered by making a conversation, the students did it more expressively and they modified the dialogue like a drama. Subject 3 suggested by giving project in a group, each group should have different approach and different presentation. Besides, Subject 4 explained by presenting the song and the student modified the song like musical. To answer question number 13, some subjects confirmed that the students apply their own preferred learning style/strategy. For instance, the students wanted to learn English by watching movie, playing a game. On the other hand, Subject 4 answered that the students did not apply their own preferred learning style because the teacher had already set the learning style. In answering question number 14, all subjects gave various descriptions. Subject 1 confirmed that the students ever learned about different tenses in group. The students shared it to other friends. Subject 2 stated the students learned about biography and they got lesson from famous person in their town. Furthermore, Subject 3 and 4 stated that the students made a dialogue with the partner about the favorite things. Answering questions number 15 and 16 about strategies and techniques to promote learner autonomy, it is pointed out that all teachers have different strategies and techniques to promote learner autonomy. The teachers mentioned the strategies; those are grouping, integrated learning, communicative learning and giving project. Moreover, the teachers used some techniques to promote learner autonomy; they are grouping, discovery,

integrated learning, project based learning and communicative learning. To answer question number 17, Subjects 1,2 and 4 mentioned that the text used to promote learner autonomy is long functional text. On the other hand, Subject 3 mentioned short functional text. In response to question number 18, all the subjects confirmed that it was very rare if the students every day speak English because the environment around them did not support to speak English but when they had events or some guests from other countries, the students have to speak English. Lastly, in response to question numbers 19 about the teachers do to motivate students to become more autonomous and responsible in or outside the classroom, Subject 1 mentioned by giving a challenging task. Furthermore, Subject 2 and Subject 3 motivated students by giving a discourse for their future life so they can realize it. Meanwhile, Subject 4 asked them to speak English in the class.

**The Challenges of Senior High School Teachers Face in Helping Their Learners Become More Autonomous**

This part has provided the challenges in helping the students become more autonomous. In response to question number 20, all the subjects shared their opinions about the constraints that they face in helping the learners become autonomous learner. Subject 1 and Subject 4 stated the lack of awareness of how important English is. Subject 2 explained there are 2 constrains, first the background of the students and the second the time of teaching English is limited. Subject 3 believed there was no motivation from the students to learn by themselves.

Table 4. Interviewee’s Response of Question 20

Subject 1	<i>...if they didn’t learn or lack of awareness of how important English is.</i>
Subject 2	<i>...first the background of the students if they haven’t basic English and the second the time because the government said we can’t give much Borden outside classroom or you cannot give more tasks because of the rule, so only time limited</i>
Subject 3	<i>...the main problem is they have no motivation to learn by themselves.</i>
Subject 4	<i>...more students think English is very difficult, may be it is challenge for me to the students speak English more</i>

To answer question number 21, all the subjects gave their ideas about the solution of the problem.

Subject 1, Subject 3 and Subject 4 stated by giving motivation, keeping an eye on and always monitoring and asking again. On the other hand, Subject 2 answered by giving a short task that can be done only in short time.

Table 5. Interviewee’s Response of Question 21

Subject 1	<i>...give motivation, keep an eye on and always monitored and asked again.</i>
Subject 2	<i>...giving short task that can be done only in short time.</i>
Subject 3	<i>...yes the school make strategy to collect their phone so they can focus what the teacher said in front of the class.</i>
Subject 4	<i>...ask them to speak English in simple and then I ask them to write the word may be 10 words everyday may be Indonesia and then translate into English.</i>

Lastly, answering the question number 22, how good the students in these senior high schools at learning autonomously Subject 1 and Subject 2 stated that the students in SMAN 1 Gresik are autonomous learner, only a few students are not autonomous learner. While Subject 3 and Subject 4 said that the students in SMA Muhammadiyah 1 Gresik are still not autonomy, it seems hard to encourage the students become autonomous learner because the students had no motivation to learn autonomously.

**DISCUSSION**

**Teachers’ Belief of Learner Autonomy in an EFL Classroom**

The development of autonomy in education cannot happen without the teacher’s role (Little:2009). The subjects had the same opinions that the roles of the teachers were becoming a guide, facilitator, motivator, concealer, and role models. The function of the teacher in this case is a facilitator and the students took the responsibility for their own learning.

One can dispute that teachers describe learner autonomy as classroom applications continuing by learner-centered instruction (Nunan, 1995). To demonstrate, the teachers emerged to have a big idea of learner autonomy as independent learning.

Moreover, the teacher explained the importance of learner autonomy. Learner autonomy can encourage the students become independent and more creative. Furthermore, Dicknison (1987:81) also stated that learner autonomy is important in the learning context. On the other hand, the other subjects argued there are other materials that need a teacher and at a certain moment students need a teacher.

The teachers showed their opinion that learner autonomy can be achieved by learners of all cultural background. All the students have the capacity of becoming independent and autonomous learners. Subject 1 had the following opinion that all students 'cultural background can become learner autonomy because all the students have right to learn autonomously. As Little points out, "autonomous learners are those who understand why they are learning specific topics, accept responsibility for their learning"(2002). On the other hand, Subject 2 and 3 thought that not all cultural background can become learner autonomy because each student has different background of knowledge.

Furthermore, educational system in Indonesia is considered to student center, the 2013 Curriculum gives opportunities for the students to learn independently. 2013 Curriculum gives new expectation in learning process from transferring materials or giving material by the teacher to the students and gives opportunities to find information by themselves. However, the facilities in Indonesia are inadequate; for example, the availability of books in Indonesia is still limited.

### **The Practices of Senior High School Teachers Offer to Create an Autonomous Learning Environment**

Based on the previous result about teachers' practices offer to create an autonomous learning, there are several levels of autonomy in the learner action; awareness, involvement, intervention, creation, and transcendence (Nunan's :1997).

Related to Nunan's (1997) at the awareness levels, the students would be made aware of the learning process. The subjects pointed all that the students have to be aware of their learning activity because learning education in Indonesia has its own KD and the students have responsibility to finish the KD.

Meanwhile, at the involvement level, learners are involved in selecting their own goal for the learning process. In this case the subjects provided the opportunity for the students to decide technique/strategy they like. For instance, usually the students want to use grouping and project technique for their learning process. It was viewed as requirement of learner autonomy that students be given a great opportunities and control over the classroom activities and materials.

Another level that is found is intervention level, as it is mentioned in the previous chapter that learners are involved in modifying and adapting the task of the learning program (Nunan,1997). The subjects gave the various ways in modifying and adapting the task. For instance, when the students made a conversation, the students did it more expressively and they modified the dialogue like a drama. Another example is when the

teacher gave project in a group like become a phone cellar, each group had different approaches and different presentations.

The creation level is the learners create their own preferred learning styles or strategies (Nunan 1997). In this case, sometimes the students wanted to learn English by watching movie or playing a game. On the other hand, Subject 4 answered that the students did not apply their own preferred learning style because the teacher had already set the learning style.

At a more challenging level is transcendence level, learners would make links between the content of classroom learning and the world beyond. In this case, the students are still hard to make connection with the world beyond because the environment around them did not support them.

### **The Challenges of Senior High School Teachers Face in Helping Their Learners Become More Autonomous**

Based on the data interpreted by the researcher, the challenges of teachers face in helping their learners become more autonomous had various responses. First the background of the students and the second, time of teaching English is limited. Another problem is most of the students are less aware of the importance of English for their future. The biggest problem is learners tend not to have motivation to take responsibility for their own learning during their educational process. Meanwhile, the teachers provided various solutions to solve the problems. First, by giving a motivation to learn autonomously and always keeping an eye on over their activities. Furthermore, the teachers suggested by giving short task that can be done only in short time.

Lastly, the teachers in SMAN 1 Gresik stated that the students in this school are autonomous learner, while only 10% that cannot be autonomous. On the other hand, the teachers in SMA Muhammadiyah 1 Gresik explained that the students are low in autonomous learning because in intracurricular aspect the students had less motivation to learn autonomously, otherwise, the students are very good in extracurricular aspect.

### **CONCLUSION**

This study has provided any information on teachers' perception about learner autonomy in senior high school. It is deeply focused on the teachers' belief on the principles of learner autonomy. It also contributes to the understanding of teachers' perspectives on learner autonomy; the practices of teachers offer to create an autonomous learning environment and of the factors that might be considered as constrain to develop learner autonomy in EFL settings.

The subjects have a good understanding in learner autonomy. They explicate the role of the teacher in autonomy aspect and the notion of autonomy. Furthermore, some of the teachers agree that learner autonomy can encourage the students become independent and more creative but at a certain moment the students still need a teacher. However the subjects have different opinion that learner autonomy were influenced by students cultural background. Some teachers explained that learner autonomy was influenced by students who have different cultural background.

The subjects reveal an adequate understanding about the teachers' practices in offering autonomous learning. Furthermore the subjects have various way to offer learner autonomy. They come with the agreement that the students should be involved and aware of making learning process regarding of selecting the technique, material and approach.

The most important conclusion that can be explained from this study is that there are some challenges in helping the learners become more autonomous, such as the students' background and the lack of time in teaching English. Another problem is most of the students are less aware of the importance of English for their future. The biggest problem is learners have less motivation to take responsibility for their own learning during their learning process.

In general the subjects have a good understanding on teachers' perception of learner autonomy, teachers' practices and teachers' challenges of learner autonomy in an EFL classroom.

### SUGGESTION

Based on the finding, the researcher gives suggestions to teacher and future researchers. For the teacher, it is suggested that the teacher should motivate the students in or outside the classroom as to develop their autonomy. Furthermore, the teacher educators should involve their students in the decision making process of learning activity, not only in selecting the technique or approach, but also in all aspects of learning process such as selecting objectives of the course, managing classroom and selecting the materials. Finally, teacher educators should utilize portfolios in their learning. Thus it can make the students and the teachers take more concepts into the development of professional knowledge and thinking processes. Portfolios can serve as a good way of developing and employing learner autonomy in many respects.

For the future researchers, the analysis of learner autonomy in EFL classroom in Indonesia is really limited. The researcher realized that this study is not perfect yet and it has a lot of weaknesses. The researcher

suggested that the future research is expected to include students' perception. Moreover, the future researchers may try to conduct a similar study with different research paradigms.

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