TEACHERS' PERCEPTION TOWARDS LEARNER AUTONOMY IN SECONDARY SCHOOL

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Abstrak

Penelitian ini bertujuan untuk memperoleh gagasan guru mengenai otonomi pembelajar dan perbedaan signifikan dari gagasan tersebut antara guru dari *urban* dan *rural area*. Penelitian ini dilaksanakan dengan menggunakan metode penelitian *ex post facto* dan melibatkan 50 guru bahasa inggris sekolah tingkat menengah dari Jawa Timur. Dalam penelitian ini peneliti menggunakan kuesioner sebagai alat untuk mendata opini guru terhadap otonomi pembelajar dan perbedaan signifikan persepsi antara guru di *urban dan rural area*. Hasil dari penelitian ini menunjukkan bahwa persepsi guru terhadap learner autonomy dapat dibagi menjadi 4 kategori; persepsi teknis, persepsi psikologis, persepsi politis, dan persepsi sosial-budaya. Kemudian hasil dari kuesioner menunjukkan bahwa guru lebih berfokus pada persepsi politis mereka terkait otonomi pembelajar. Hal ini dipastikan dengan peringkat skor rata-rata dari setiap kategori. Persepsi politis menempati urutan pertama dengan skor rata-rata 3,94. Peneliti menemukan tidak adanya perbedaan signifikan pada persepsi guru dari urban maupun rural area dari masing-masing kategori.

Kata Kunci: guru, persepsi, otonomi pembelajar

Abstract

The purpose of this study was to gain the teachers' idea about learner autonomy and significant different of the perception between teacher in urban and rural areas. This study was designed as ex post facto involving 50 secondary English teachers from East Java. In this project the researcher used questionnaire as the instrument. The result of this study showed that the teachers' perspectives can be divided by 4 categories; technical perspectives, psychological perspectives, political perspectives, and socio-cultural perspectives. Then, the result of the questionnaire showed that teachers more concerned about their political perspectives of learner autonomy. It is determined by the rank of the mean of each category. Political perspectives placed on the first rank with 3.94 as the mean. The researcher find out there is no significant different of the perception of the teachers from urban and rural area for each categories.

Keywords: teachers, perception, learner autonomy

INTRODUCTION

In formal educational context it has been widely accepted that autonomous language learners are students who are willing to take responsibility of their own learning. According to Lengkanawati (2017) the term autonomous learning refers to learners' ability to make decisions about deciding learning objectives, setting content and enhancing them, choosing methods and strategies, tracking the process and reviewing the procedures that have been accomplished through their own learning. In addition, Borg and Alshumaimeri (2017) clarify that learner autonomy is about including learners in deciding about what they are learning and how the learning is evaluated. Basically, learner autonomy is about how teacher can involve their students in teaching and learning process and make the students aware about everything that happen in the classroom regarding to those process.

In traditional classroom, teachers are the authority, they set what to learn and how to learn the material in teaching-learning process. It is what the teachers implemented in KTSP curriculum. Moreover, Lengkanawati (2017) also add that learner autonomy is still less promoted in the teaching learning activities. On the other hand, Borg and Alshumaimeri (2017) states that learner autonomy facilitated success in L2 learning because it can help students more active in finding any sources to improve their ability in using L2 language.

Therefore, the promoting of learning autonomy is necessary to improve especially in Indonesian education context. In line with what Lengkanawati (2017) states that the introduction of 2013 curriculum brings new aspirations in the learning process as it aims to shift the teaching and

learning process from the transfer knowledge by teachers to encouraging students to discover information on their own. However, the practice of learner autonomy in the classroom also depends on the teachers. Learner Autonomy can be practiced if the teachers have commitment to plan and make pedagogical tasks in the classroom. According to Borg and Alshumaimeri (2017) the key role to promoting learner autonomy is owned by the teachers. Borg (2011) believes that the process of teachers' practices in promoting learner autonomy based on their understanding about their beliefs. Therefore, we can conclude that teachers' perception about learner autonomy can affect how they will promote it in the classroom. In addition, some challenges in the classroom they faced can influence their ideas about learner autonomy.

Balçikanli (2010) stated that teachers should believe that they have to share idea with the students and place the students at the center of their learning practices. In line with that, Wichayathian and Reinders (2015) stated that the main point of autonomy is involving the independence of the students and their ability to make their learning decisions. Furthermore, they clarify that the teachers should allow students to express their opinions, give the students choices about their assignments, used group work and provide clear guidance on independent learning to make the learning environment become more autonomous in self-access classroom to promote learner autonomy. However, there are differences of teachers' perception towards their role in promoting autonomy in the classroom between teachers form urban and rural area (Ruiz de Forsberg, 2003 in Daun 2006). In rural school, teachers think that they have to be active and give influence in the teaching and learning process in their school. Those action was meant to improve school academic achievement. Whereas in the urban school, the teachers think that the project of autonomy was meant to decentralize the tasks' burden to them.

In addition, Van Loi (2016) revealed that teachers have vital role in fostering learner autonomy. He showed that teachers should see a significant role for themselves in developing attributes and using many activities in class to encourage students' autonomy. Haji-Othman and Wood (2016) revealed that learner autonomy should be encouraged, but controlled. However, Wang and Wang (2016) state that teachers have to decide what roles to play and how to perform others different roles. Then, Alonazi (2017) revealed that teachers could play some roles in order in promoting learner autonomy; play the facilitator position by enabling students to think about their learning process, play the role of counselor by providing feedback, play the position of resources by selecting and assessing resources according to the students' needs and conditions;

and play the role of manager by demonstrating clear instruction for tasks assigned for the students. However, sometimes teachers still have misunderstood in conceiving learner autonomy. Wichayathian and Reinders (2015) defined learner autonomy as students' freedom and ability to set their learning process. Moreover, learner autonomy doesn't just mean studying all by oneself, it's more about genuinely taking responsibility about their learning process. Additionally, Van Loi (2016) explains that autonomy also mean that learner can make decision about how they learn. Basically, learner autonomy is about how the teacher can involve the students in making decision about the learning activities in the classroom with the help of teacher in controlling the activities. Moreover, the description about the teachers' perception of learner autonomy will be grouped as four perspectives as has been explained by Borg and Al-Busaidi (2012). Opinions on learning facilities such as internet, self-access learning, and library use are divided into the technical perspectives, while psychological perspectives include learning related factors such as age, motivation, confidence, learning performance, and learner-centricity are categorized into the psychological perspectives. Then, factors such as opportunities, preferences, independence and teacher-centricity belong to the political perspectives, and factors such as cultures, collaboration, and western/non-western-related issues were grouped into the social perspectives.

Many studies have revealed the benefits of learner autonomy in general and language learning. Borg and Alshumaimeri (2017) suggested that learner autonomy can be developed in many different context; ages, cultural background, and learners' proficiency of the learners to help them become autonomous. Wang and Wang (2016) explains that learner autonomy can help students to learn more effectively. In line with that, Alonazi (2017) states that autonomy can help students to apply the knowledge and skills that they have gotten from the teacher in their real-life situations outside the classroom. In addition, we can conclude that learner autonomy has many benefits in learning process to improve students' skills.

In order to get the benefits from the application of learner autonomy there are some experts who revealed some related factors which could help to improve learner autonomy. Borg and Alshumaimeri (2017) revealed three factors that related to the improvement of learner autonomy. First, they explain that learner motivation is positively related to their process to become autonomous. Second, there are some metacognitive abilities that students should have as the key elements to become autonomous, those skill are including the ability of learning how to learn, ability in self-monitoring, ability in self-evaluation. Third, they state that learner-centered classrooms are conducive to the development of learner

autonomy to improve students' independence learning and opportunities to learn from each other. In addition, Wichayathian and Reinders (2015) say that students should have a positive attitudes towards themselves and their chances of success if they want to receive the benefits of LA. In addition, Van Loi (2016) state that learning strategies and self-evaluation skill promotes learner autonomy.

Then, there are also some teachers' duties to promote learner autonomy. According to Alonazi (2017 teachers have to change their traditional role to an organizer and facilitator role to help their students be more autonomous. Moreover, He also explain that there are four kind of teachers' roles in promoting learner autonomy. First, teachers' position as facilitator is to provide the technical support by helping learners to prepare and carry out their independent learning. Second counselor role to provide advice to the students. Third, role as resource to promote learner autonomy by assisting students to be informed of a wide variety of information opportunities beyond the classroom. Fourth, position as manager and organizer to encourage learner autonomy by arranging various kinds of games and activities such as roleplay, group meetings, presentations and debates. Wang and Wang (2016) are also add that there are some activities outside the classroom that are effective in fostering learner autonomy among students such as getting students to study topics related to classroom learning, assigning online work, getting students to do free reading out of class and sharing in class, organizing extracurricular programs, and recommending useful web sources and encouraging self-directed study.

In addition, Van Loi (2016) stated that teachers' perception about the feasibility of promoting learner autonomy can affect their willingness to do it. Moreover, Borg and Alshumaimeri added that learners' lack of knowledge about learner autonomy and learning strategies, learners learn without any goals, and they also lack of motivation in general could be some of the problems.

Some studies have been conducted in investigating teachers' perception about learner autonomy. Most of them discussed how teachers describe learner autonomy and the challenges in promoting learner autonomy including the desirability and feasibility. There were also some studies which focus on the practice that teacher do in the classroom in order to promote learner autonomy. Lengkanawati (2017) collected data from 60 teachers from Indonesia. According to the teachers, they believe that they have to build learner autonomy among their students and they also mention that learner autonomy is different with learning without teachers. Balçikanli (2010) examined the view of 112 student teachers in Gazi University. The result showed that the teachers have

positive view about more autonomous learning process and they also have willingness to guide their students to involve in the teaching and learning process. Wichayathian and Reinders (2015) conducted research at the University of Thailand with 47 teachers on an engish as a foreign language program. The teachers are of the opinion that learner autonomy is generally seen as representing equality between students and teachers. Thus, the teachers were generally agree that the fundamental of autonomy is the independence of students and their capacity to make decisions about their learning. The teachers also viewed an important role to encourage learner autonomy in the classroom. Similarly, Borg and Alshumaimeri (2017) conducted their research on 359 teachers working on a University of Saudi Arabia's English Prepatory Year Program (PYP). The teachers reported that they believe they play a key role in promoting learner autonomy in the classroom. Then, Van Loi (2016) investigated 84 teachers from six public universities in Vietnam. The study was also revealed that teachers believe that they have vital roles in fostering learner autonomy among their students. In addition, Haji-Othaman and Wood (2016) revealed the data from 40 teachers to represent Brunei's English tertiary language education sector. The result of the study showed that teachers believe learner autonomy should be encourage, but controlled by the teachers. Moreover, the teachers have found that learner autonomy has a positive impact on L2 learning, and that it also can help learners learn more effectively. Lastly, Wang and Wang (2016) examined 44 teachers in a university in China. According to the teachers, they also believe that learner autonomy supports language learners to learn more effectively. Additionally, most of the study above were mostly conducted in universities. Thus, the researcher of this present study views that secondary context especially in Indonesian context deserve much investigation.

Therefore, this present study will reveal about teachers' perception towards learner autonomy in secondary school because learner autonomy has many benefits in improving students' proficiency in language learning. However, the foundation of learning English as a foreign language is started on junior high school based on the new rules from government and junior high school is include in secondary school. That's why, it is necessary to understand how the teachers' perception towards learner autonomy in secondary level. Furthermore, this present study is aimed to help secondary school teachers to understand more about learner autonomy in more relevant context because there are only few studies have revealed about learner autonomy and the practices in secondary level. Moreover, most research of learner autonomy was mainly conducted in universities (Van Loi, 2016; Haji-Othman & Wood, 2016; Wang & Wang, 2016). Therefore,

research in secondary school contexts need much investigation.

In line with the problems that the researcher has stated above, this research addressed two research questions which are: What is the secondary school English teachers' perception about learner autonomy in EFL classroom? and do teachers from urban area or rural area differ in their perception about learner autonomy?

METHOD

The study proposed to find out teachers' perception of learner autonomy in Secondary School and whether teachers living in different area differ in their perception about learner autonomy. Thus, Ex-post facto design is appropriate for answering the research questions because the researcher wanted to explore something that have had by the subjects.

The researchers used snowball sampling by sending the online questionnaire to some teachers and asked those to send it to another teachers and so on. This method is compatible for this researcher because it easier to gather the participants. Finally, the researcher got 50 English teachers from formal and private schools in East Java as the participants for this study. 30 of them are from urban area and 20 of them are from rural area. However, this number of respondents could not fully represent the real condition of the teachers.

The questionnaire which was used as an instrument in this study is adopted from Borg and Al-Busaidi (2012b) which has 51 questions. The questionnaire has 2 section. The first section contains 35 questions about teachers' perception towards learner autonomy. Then, the second section contains 16 questions about teachers' perception towards the desirability and the feasibility in promoting learner autonomy. That questionnaire is chosen since it has been used by some researchers to reveal teachers' perception about learner autonomy (Lengkanawati, 2017; Borg & Alshumaimeri, 2016; Van Loi, 2016; Haji-Othman & Wood, 2016; Wang & Wang, 2016). The questionnaire needs teachers to rate their scale of agreement about the statements. Participants are required to answer each item on a five-point Likert scale (1=strongly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree).

The validity of the questionnaire is determined by using Pearson Products-Moment's formula. The questionnaire was considered valid if the Pearson Product-Moment Correlation's level is above 0,334 as it is showed on Pearson Product-Moment's r table (Bartz, 1998). The items of the questionnaire were considered valid because each of the items get more than 0,334.Then, in order to determine the reliability of the questionnaire, Cronbach's alpha value was measured. The questionnaire was considered reliable if the Cronbach's alpha level is above 0.7 (Hair et al, 2010). The result showed that the reliability of the questionnaire was $r_{ac} = 0{,}7834$. According to scale and level of reliability from Hair et al (2010), it can be indicated that the questionnaire was reliable.

Thus, the questionnaire was distributed online starting from January 7th, 2020. 50 questionnaires were collected to the researcher from the teachers at January 29th, 2020. All questions covered in the questionnaire is calculated by using descriptive statistic in SPSS 24 to take a look at frequency counts and percentages by the mean of the data to formulate the generalization of the teachers' perception tendency.

Then, in order to reveal the second research question which is investigating whether teachers who live in urban and rural area have different perception about learner autonomy, the researcher use independent sample t-test.

Independent sample t-test is used because the data is have normally distributed and have homogeneity in variance. The result of the normality and homogeneity test of the data showed that the two groups' data are normally distributed because the p value is 0,200 and it is bigger than 0.05. Moreover, the p value on the Shapiro-Wilk which is 0,974 on the first group is bigger than 0.05 and on the second group which is 0,932 is also bigger than 0.05. Then, on the table 8 showed that the two groups' data have homogeneity in variance because based on mean the p value of the two groups is 0,851 and bigger than 0,05.

RESULT

Teachers' Perception towards Learner Autonomy

According to Borg and Al-Busaidi (2012), English teachers' opinion that were through the administration of the questionnaire covering four perspectives: technical, political, psychological, and socio-cultural. Therefore, with those each perspective, the researcher divided the result into 4 tables.

Table 1. The means and standard deviations of the four perspectives

N	Perspective	Mean	S Deviation
1	Political	3.94	0.85
2	Socio-cultural	3.76	1.07
3	Psychological	3.71	0.94
4	Tecnical	3.68	1.06
Overall mean		3.77	0.97

The result in the table 1 showed that the respondents believe that the most effective factor in promoting learner autonomy is political perspective. It is showed by the mean of political perspective which is 3.94. Teachers seems to

believe that they have to follow the principals of conducting learner autonomy. On the second rank there is Socio-cultural perspective with a mean of 3.76. It is also showed that most of the teachers agree that social and cultural background of the students do not affect their ability to develop learner autonomy and there are several ways to foster learner autonomy by increasing the students' social interaction with others in the classroom. The third is Psychological perspective with a mean of 3.71. It revealed that most of the teachers viewed that there some students' psychological conditions which affect their ability to develop autonomy. Then, the lowest is Technical perspective with a mean of 3.68. It showed that the majority of the teachers agree that some of activities should be done by the teachers to improve students' autonomy. Then, in order to elaborate the result, the researcher divide it in to four perspectives.

1. Political Perspectives of Learner Autonomy

   The data in table 2 showed that the result of eight items that related to the political perspective in learner autonomy of the respondents. The overall mean is 3.94, it is showed that the majority of the teachers believe that there are some rules that they have to obey in order to promote learner autonomy in the classroom. They strongly agree that autonomy means students can choose how they will study. The teachers are agree that they can promote autonomy if they give their students chances to do any assignment by themselves, choices the activities they want to do and the learning material, and how their learning will be assessed. They also believe that learner cannot be promoted in the teacher-centered classroom, but they not really sure that autonomy do not reflect the rejection of traditional teacher-led ways of teaching. The teachers also believe that they have important role in promoting learner autonomy in the classroom.

Table 2. Result of Political Perspectives

N	Items	Mean	SD
Q3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone	3,98	0,714
Q4	Autonomy means that learners can make choice about how they learn	4,40	0,606
Q12	Learner autonomy is promoted when learners have some choice in the kind of activities they do	4,10	0,735

N	Items	Mean	SD
Q13	Learner autonomy cannot be promoted in teacher-centered classroom	3,42	1,197
Q15	Learner autonomy implies a rejection of traditional teacher-led ways of teaching	3,32	0,868
Q20	Learner autonomy is promoted when learners are free to decide how their learning will be assessed	4,02	0,622
Q25	Learner autonomy is promoted when learners can choose their own learning materials	3,96	0,755
Q33	The teacher has an important role to play in supporting learner autonomy	4,32	0,551
Overall		3,94	0,85

2. Socio-cultural Perspectives of Learner Autonomy

   Table 3 showed the result of five items that related to the socio-cultural perspectives of the teachers. It is also showed that the majority of the teachers view that there are some condition that affect students' ability to develop autonomy because of their socio-cultural background and there are also some ways to develop learner autonomy by building the students' socio-cultural interaction in the classroom in order to give them opportunities to interact with each other. It is showed by the overall mean that is 3.76. They strongly agree that they have to motivate students to work in group. They also agree that learners from all cultural background can develop learner autonomy and they disagree that learner autonomy is only for western learner. The teachers also believe that they have to give learners chance to learn from each other because they also believe that co-operative group work can help to develop learner autonomy.

Table 3. Result of Socio-cultural Perspectives

N	Items	Mean	SD
Q11	Learner autonomy can be achieved by learners of all cultural backgrounds	4,14	0,881
Q14	Learner autonomy is promoted through activities which give learners opportunities to learn from each other	4,08	0,528
Q17	Learner autonomy is promoted by activities that	4,36	0,598

N	Items	Mean	SD
	encourage learners to work together		
Q21	Learner autonomy is a concept which is not suited to non-Western learner	2,22	0,975
Q23	Co-operative group work activities support the development of learner autonomy	4,02	0,589
Overall		3,76	1,07

3. Psychological Perspectives of Learner Autonomy

The data in the table 4 show that the majority of the teachers believe that there are some students' psychological conditions which affect their ability to develop autonomy for example ages, motivation, proficiency, confidence, ability, the help of teacher, classroom condition, and the way of learning. It is showed by the overall mean which is 3.17. The respondents strongly believe that learners have to know how to evaluate their own learning. They also agree that learning how to learn, work alone, and monitor their own learning can help students to develop learner autonomy. Teachers also think that learner autonomy has positive influence on success in language learning, however they do not really sure that students who lack autonomy could not become effective language learners. They also agree that they can promote learner autonomy in all ages. In addition, they believe that students' proficiency do not affect their ability to develop learner autonomy because they do not really sure that it is easier or harder to promote learner autonomy to beginning language learners. They also agree that motivation and confidence can affect the students' chance to develop learner autonomy.

Table 4. Result of Psychological Perspectives

N	Items	Mean	SD
Q1	Language learners of all ages can develop learner autonomy	4,12	0,659
Q5	Individual who lack autonomy are not likely to be effective language learners	3,30	0,763
Q8	It is harder to promote learner autonomy with proficient language learners than it is with beginners	3,34	0,717
Q9	It is possible to promote learner autonomy with	3,66	0,895

N	Items	Mean	SD
	both young learners and with adults		
Q10	Confident learners are more likely to develop autonomy than those who lack confidence	4,10	0,886
Q16	Learner autonomy cannot develop without the help of teacher	3,58	1,108
Q18	Learner autonomy is only possible with adults learners	2,38	0,923
Q24	Promoting autonomy is easier with beginning language learners than with more proficient learners	3,34	0,917
Q26	Learner-centered classrooms provide ideal conditions for developing learner autonomy	4,00	0,700
Q27	Learning how to learn is the key of developing learner autonomy	4,10	0,678
Q28	Learning to work alone is central to the development of learner autonomy	3,70	0,814
Q30	The ability to monitor one's learning is central to learner autonomy	3,68	0,913
Q31	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated	3,92	0,665
Q32	The proficiency of a language learner does not affect their ability to develop autonomy	3,60	0,904
Q34	Learner autonomy has a positive effect on success as a language learner	4,12	0,872
Q35	To become autonomous, learners need to develop the ability to evaluate their own learning	4,40	0,670
Overall		3,71	0,94

4. Technical Perspectives of Learner Autonomy

Table 5 shows that the result of six items related to the technical perspective of learner autonomy of the teachers. The overall mean is 3.68 it is showed that the

majority of the teachers view that independent study, learning outside the classroom, learning without teacher, and the use of internet are the essential activities to promote learner autonomy in the classroom. The teacher also strongly believe that independent study and learning outside classroom activity by using internet can help to develop learner autonomy. However, they are not really sure that students should be totally independent without teachers, and the teachers disagree that earner autonomy refers learning without teachers.

Table 5. Result of Technical Perspectives

N	Items	Mean	SD
Q2	Independet study in the library is an activity which develops learner autonomy	4,32	0,683
Q6	Autonomy can develop most effectively through learning outside the classroom	4,24	0,687
Q7	Learner autonomy means learning without teacher	2,72	1,196
Q19	Learner autonomy is promoted by independent work in self-acces center	3,60	0,881
Q22	Learner autonomy requires the learners to be totally independent of the teacher	3,06	1,077
Q29	Out-of-class tasks which require learners to use the internet promote learner autonomy	4,12	0,521
Overall		3,68	1,06

Different Perception towards Learner Autonomy between Teachers' from Urban and Rural Area

Then, in order to reveal whether the teachers' living area could affect their perception about learner autonomy or not the researcher did independent sample t-test. The result showed that there is no significant different perception between teachers from urban and rural area in all of the categories. Here, the researcher also divided the result in to four perspectives.

1. Political Perspectives

   There are no significant difference in their perception of learner autonomy in the political perception between the 30 participants who come from urban area (M: 31.83, SD: 3.715) compared to the 20 participants from rural area (M: 31.05, SD: 3.776) and the result showed that $t(48)$: 0.726, p=0.472. It is also proved by their statistical result from their scale of agreement in the

questionnaire that the two groups do not really differ in their ide about learner autonomy.

Table 6. Result of Political Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone	4	0,7
Q4	Autonomy means that learners can make choice about how they learn	4,30	0,6
Q12	Learner autonomy is promoted when learners have some choice in the kind of activities they do	4,07	0,79
Q13	Learner autonomy cannot be promoted in teacher-centered classroom	3,5	1,2
Q15	Learner autonomy implies a rejection of traditional teacher-led ways of teaching	3,57	0,77
Q20	Learner autonomy is promoted when learners are free to decide how their learning will be assessed	4,07	0,69
Q25	Learner autonomy is promoted when learners can choose their own learning materials	3,9	0,92
Q33	The teacher has an important role to play in supporting learner autonomy	4,43	0,57
Overall		3,98	0,8

Table 7. Result of Political Perspectives of Teachers from Rural Area

N	Items	Mean	SD
Q3	Learner autonomy is promoted through regular opportunities for learners to complete tasks alone	3,95	0,76
Q4	Autonomy means that learners can make choice about how they learn	4,55	0,6
Q12	Learner autonomy is promoted when learners have some choice in the kind of activities they do	4,15	0,67
Q13	Learner autonomy cannot be promoted in teacher-centered classroom	3,3	1,21
Q15	Learner autonomy implies a rejection of traditional teacher-led ways of teaching	2,95	0,89
Q20	Learner autonomy is promoted when learners are free to decide how	3,95	0,51

N	Items	Mean	SD
	their learning will be assessed		
Q25	Learner autonomy is promoted when learners can choose their own learning materials	4,05	0,39
Q33	The teacher has an important role to play in supporting learner autonomy	4,15	0,49
Overall		3,88	0,9

2. Socio-cultural Perspectives

There are also no significant differences between the two groups in the second perspectives. When first group (M: 18.73, SD: 2.067, N: 30) is compared to the second group (M: 18.95, SD: 1.317, N: 20) the condition is $t(48)$: 0.415, p= 0.68. this conclusion is also supported by the result of the questionnaire from the groups in this category.

Table 8. Result of Socio-cultural Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q11	Learner autonomy can be achieved by learners of all cultural backgrounds	3,93	0,9
Q14	Learner autonomy is promoted through activities which give learners opportunities to learn from each other	4,1	0,6
Q17	Learner autonomy is promoted by activities that encourage learners to work together	4,4	0,6
Q21	Learner autonomy is a concept which is not suited to non-Western learner	2,27	1
Q23	Co-operative group work activities support the development of learner autonomy	4,03	0,7
Overall		3,75	1,1

Table 9. Result of Socio-cultural Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q11	Learner autonomy can be achieved by learners of all cultural backgrounds	4,45	0,76

N	Items	Mean	SD
Q14	Learner autonomy is promoted through activities which give learners opportunities to learn from each other	4,05	0,51
Q17	Learner autonomy is promoted by activities that encourage learners to work together	4,3	0,57
Q21	Learner autonomy is a concept which is not suited to non-Western learner	2,15	0,99
Q23	Co-operative group work activities support the development of learner autonomy	4	0,46
Overall		3,79	1,07

3. Political Perspectives

From the political perspectives ther are also no significant different between the two groups because when the first group (M: 59.93, SD: 5.753, N: 30) is compared with the second group (M: 58.45, SD: 5.196, N: 20) the result of the test is $t(48)$: 0.928, p= 0.358. The statistical descriptive of the two groups are also support this conclusion.

Table 10. Result of Psychological Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q1	Language learners of all ages can develop learner autonomy	4,27	0,64
Q5	Individual who lack autonomy are not likely to be effective language learners	3,50	0,73
Q8	It is harder to promote learner autonomy with proficient language learners than it is with beginners	3,43	0,77
Q9	It is possible to promote learner autonomy with both young learners and with adults	3,57	1,04
Q10	Confident learners are more likely to develop autonomy than those who lack confidence	4,13	0,86
Q16	Learner autonomy cannot develop without the help of teacher	3,37	1,24
Q18	Learner autonomy is only possible with adults learners	2,23	0,94
Q24	Promoting autonomy is easier with beginning language learners than with more proficient learners	3,47	0,86

Q26	Learner-centered classrooms provide ideal conditions for developing learner autonomy	3,97	0,760
Q27	Learning how to learn is the key of developing learner autonomy	4,10	0,8
Q28	Learning to work alone is central to the development of learner autonomy	3,73	0,87
Q30	The ability to monitor one's learning is central to learner autonomy	3,77	1,04
Q31	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated	4,13	0,57
Q32	The proficiency of a language learner does not affect their ability to develop autonomy	3,67	0,99
Q34	Learner autonomy has a positive effect on success as a language learner	4,13	1,07
Q35	To become autonomous, learners need to develop the ability to evaluate their own learning	4,47	0,630
Overall		3,75	1

Table 11. Result of Psychological Perspectives of Teachers from Rural Area

N	Items	Mean	SD
Q1	Language learners of all ages can develop learner autonomy	3,9	0,64
Q5	Individual who lack autonomy are not likely to be effective language learners	3,00	0,72
Q8	It is harder to promote learner autonomy with proficient language learners than it is with beginners	3,2	0,62
Q9	It is possible to promote learner autonomy with both young learners and with adults	3,8	0,62
Q10	Confident learners are more likely to develop autonomy than those who lack confidence	4,05	0,94
Q16	Learner autonomy cannot develop without the help of teacher	3,9	0,79
Q18	Learner autonomy is only possible with adults learners	2,6	0,88
Q24	Promoting autonomy is easier with beginning language	3,15	0,99

	learners than with more proficient learners		
Q26	Learner-centered classrooms provide ideal conditions for developing learner autonomy	4,05	0,600
Q27	Learning how to learn is the key of developing learner autonomy	4,10	0,45
Q28	Learning to work alone is central to the development of learner autonomy	3,65	0,74
Q30	The ability to monitor one's learning is central to learner autonomy	3,55	0,69
Q31	Motivated language learners are more likely to develop learner autonomy than learners who are not motivated	3,60	0,68
Q32	The proficiency of a language learner does not affect their ability to develop autonomy	3,50	0,76
Q34	Learner autonomy has a positive effect on success as a language learner	4,10	0,45
Q35	To become autonomous, learners need to develop the ability to evaluate their own learning	4,30	0,730
Overall		3,65	0,8

4. Technical Perspectives

In this perspectives, there are also no significant different of the idea between the two groups about technical perspectives of learner autonomy. The first group (M: 22, SD: 2.166, N: 30) is compared with the second group (M: 22.15, SD: 2.368, N: 20) the condition is $t(48)= 0.231$, p= 0.818. It is also proved by the descriptive statistic of the result of the questionnaire.

Table 12. Result of Technical Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q2	Independet study in the library is an activity which develops learner autonomy	4,37	0,67
Q6	Autonomy can develop most effectively through learning outside the classroom	4,2	0,71
Q7	Learner autonomy means learning without teacher	2,67	1,24

N	Items	Mean	SD
Q19	Learner autonomy is promoted by independent work in self-acces center	3,77	0,68
Q22	Learner autonomy requires the learners to be totally independent of the teacher	2,87	1,12
Q29	Out-of-class tasks which require learners to use the internet promote learner autonomy	4,13	0,57
Overall		3,67	1,09

Table 13. Result of Technical Perspectives of Teachers from Urban Area

N	Items	Mean	SD
Q2	Independet study in the library is an activity which develops learner autonomy	4,25	0,72
Q6	Autonomy can develop most effectively through learning outside the classroom	4,3	0,66
Q7	Learner autonomy means learning without teacher	2,8	1,15
Q19	Learner autonomy is promoted by independent work in self-acces center	3,35	1,09
Q22	Learner autonomy requires the learners to be totally independent of the teacher	3,35	0,88
Q29	Out-of-class tasks which require learners to use the internet promote learner autonomy	4,1	0,45
Overall		3,69	1

DISCUSSION

The result in this study revealed that we can take a look on teachers' perception towards learner autonomy in four categories. Ranked from the highest to the lowest mean score, these perspectives are political, socio-cultural, psychological, and technical. Although teachers' perception about political perspectives scored the highest mean (3.94), the other three perspectives scored higher than 3.5 which makes no differences in their agreement towards the statements. Therefore, in this section the researcher will divide the discussion into four categories.

Political Perspectives of Learner Autonomy

The result from this category revealed that most of the participants agree that they have to follow the principles of learner autonomy to promote it effectively in the classroom. According to the teachers, they believe that they have to give their students opportunities complete

their task independently. Alonazi (2016) explains that facilitator is one of the roles teachers play in fostering learner autonomy in the classroom. This role is played by proving the professional support to help the students prepare and carry out their independent learning.

The result also showed that teachers believe that autonomy means that students can make choice about how they learn, the kind activities they do, how their learning will be assessed, and their own learning material. Van Loi (2016) that autonomy means that learner can make decision about how they learn. It is also consistent with what Wichayathian and Reinders (2015) concluded. They mentioned that the essential of autonomy is involving the independence of the learners and their ability to make choices about their learning. They also added that teachers should allow students to express their opinions and give choices about their assignments to the students.

In this categories, it is also revealed that the teachers view that learner autonomy cannot be promoted in teacher-centered classroom. It is also similar with what Wichayathian and Reinders (2015) asserted that teachers should provide explicit instruction to help students work alone in a self-access classroom to promote learner autonomy.

The next finding is explained that teachers seem neutral that learner autonomy implies a rejection of traditional teacher-led ways of teaching. It is the opposite with Alonazi's (2016) conclusion which is stated that teachers have to change their traditional roles as the source of knowledge to an organizer and facilitator to help their students become more autonomous. However, the teachers still believe that they have an important role to support learner autonomy. As what Van Loi (2016) stated that teachers should see an important role for themselves in developing attributes and use many activities to promote learner autonomy.

Socio-Cultural Perspectives of Learner Autonomy

Regarding the of the socio-cultural perspectives of learner autonomy, the majority of the teachers indicated that they agree that learner autonomy can be achieved by learners of all cultural backgrounds and they also disagree that learner autonomy only suit with western learner. The teachers understand that their students are Javanese which more collective-oriented rather than independent. However, their students also more believe in to culture that they have to obey the older. Therefore, the teachers believe as long as they can conduct their students to be autonomous by giving rules their students could be an autonomous students. It is consistent with Borg and Alshumaimeri's (2017) conclusion that learner from all cultural background can develop autonomy.

In this category also found that teachers view some socio-cultural interaction between the students which can help to promote learner autonomy in the classroom. Those activities are giving learner opportunities to learn from each other, supporting learners to work together, and providing cooperative group work activities to support the development of learner autonomy. It is also in tune with what Borg and Alshumaimeri (2017) concluded. They describes that giving learners opportunities to work and learn from others are an important in the development of autonomy. Moreover, Alonazi (2016) also stated that as manager and organizer teachers should offer their students some kinds of group work activities such as games, roleplay, group discussion, presentations and debates to promote autonomy in the classroom.

Psychological Perspectives of Learner Autonomy

Borg and Alshumaimeri (2017) suggested that learner autonomy can be developed in many different context including learners' ages and proficiency. In this present study, surveyed teachers expressed agreement that learner autonomy can be promoted to learners from all ages and learners' proficiency cannot affect their ability to develop autonomy.

It is revealed that teachers view that autonomy does not really affect the effectiveness of the students' language learning. It is contrast with the explanation from Wang and Wang (2016) that learner autonomy can help students to learn more effectively. However, teachers believed that learner autonomy has a positive effect to become a successful language learner. Similarly, Alonazi (2016) stated that autonomy can help students to apply the knowledge and skills that they have gotten from the teachers in their life.

Wichayathian and Reinders (2015) suggested that students should have a positive attitude about themselves to gain the benefits from learner autonomy in their learning improvement. In this present study, teachers also view that confident and motivated language learners are likely to develop autonomy than those who lack. That finding is also related with Borg and Alshumaimeri's (2017) explanation. They explained that one of the factors related to the improvement of learner autonomy is students' motivation. Students' motivation is positively helped to their process to become autonomous.

In this category also found that teachers believe that they have to take part in promoting learner autonomy among their students. It is consistent with Haji-Othaman and Wood's (2016) statement. They revealed that learner autonomy should be encouraged, but controlled by the teachers.

According to the teachers, they agree that learner-centered classroom could provide ideal environment to promote learner autonomy. It is consistent with Borg and Alshumaimeri's (2017) statement. They elaborated that learner-centered classroom are conducive to the development of learner autonomy by optimizing activities such as independent study and group work among the students.

Technical Perspectives of Learner Autonomy

Wang and Wang (2016) said that there are some outside classroom activities which are effective to develop learner autonomy among students for example researching given topics from the classroom material, giving online assignment, and recommending useful web and encouraging self-directed study. It is similar with the result of this present study which found that teachers believe that independent study and learning outside classroom by using internet in self-access classroom can promote learner autonomy. However, teachers do not really sure that learner autonomy means learning without teacher and the students have to be totally independent of the teacher. It is similar with Van Loi's (2016) idea. He asserted that teachers have vital role in developing learner autonomy in the classroom. Additionally, Wichayathian and Reinders (2015) teachers could provide explicit instruction on independent learning in a self-access classroom to promote learner autonomy.

The Difference Perception between Teachers from Urban and Rural Areas

The researcher already did independent sample t-test to answer the second research question. The result revealed that there is no significant difference between the two groups about their perception towards learner autonomy. It is different with the theory from Ruiz de Forsberg in Daun (2006). He mentioned that there are different perception between teachers from urban and rural area towards learner autonomy. It is caused by their different way to view autonomy itself. Teachers from urban area think that autonomy is a burden, whereas teachers from rural area think that autonomy is part of their responsibility to be active and give influence to their students. However, from this study it is revealed that whether teachers from urban or rural area have same ideas about learner autonomy.

CONCLUSION

The present study focused on exploring secondary English teachers' perception towards learner autonomy and the differences of those perspectives between teachers from urban and rural area. It was achieved through investigating the teachers' perception by using questionnaire. Based on the result, it is revealed that the teachers have more concern in their political perspectives of learner autonomy.

The teachers believe that in order to promote learner autonomy in the classroom they have to obey the principal rules about learner autonomy in the classroom.

However the result of the other categories (psychological, socio-cultural, and technical) also have mean above 3.5. It is showed that teachers also think that other categories have big impact to the development of learner autonomy in the EFL classroom. This is suggesting a promising future for the development of learner autonomy in Indonesian EFL classroom.

Moreover, there are also no significant difference of the perception between teachers from urban and rural area. The two group of teachers have same ideas about learner autonomy.

Suggestion

There are some recommendations that might be helpful to the readers about this research resut. For the teachers, with the positive view of Learner Autonomy teachers could create learning in classroom which promote learner autonomy, so the students can aware about learner autonomy.

Hopefully, this research would be interesting enough for the future researcher to conduct further research about learner autonomy especially in Indonesian context with more subjects and greater area.

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