

Exploring Learner Autonomy in the Classroom: An Investigation at Three Selected Junior High Schools in Jambi

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ABSTRACT

This research investigated learner autonomy based on English teachers' perceptions at three selected junior high schools in Jambi. Its aims were to describe how the teachers perceive learner autonomy and to what extent they promote learner autonomy in the classroom. This research used quantitative approach. The data were gathered through questionnaires involving 4 English teachers of SMPN 17 Jambi, 2 English teachers of SMPN 1 Muaro Jambi, and 4 English teachers of SMP IT AL AZHAR. Participants were asked to answer the questions on the questionnaires which consist of 34 items in total. The type of the questions was close-ended questions. After doing the research the data were analyzed by calculating teachers' responses to find means score and frequency after that interpreting the results of the questionnaires. The results of this study showed that the teachers perceived learner autonomy is quite high with the overall mean score was 3.88. Learner autonomy were highly and very highly promoted in the classroom through the teachers' role as facilitator, counsellor, resource, and manager.

1. Introduction

Teachers are suggested to change learning environment from teacher-centred to learner-cantered (Nuh, 2014). Consequently, every teacher is expected to give a change in the teaching and learning process. It can be said that students have to be trained to become autonomous by using learning strategies which will make them taking part more in managing their own learning. Learner autonomy has been defined as the ability to take charge of one's own learning. It is the learners' responsibility to make decision in their own learning by determining the objectives, defining the contents and progression, selecting methods and

techniques, monitoring the procedure of acquisition and evaluating what has been acquired in the learning process (Holec, 1979).

Learners and teachers have different roles of learner-centred activities in a classroom. Nunan (1989) states that the main difference will be that information by and from learners will be built into every aspect of the curriculum process. Consequently, teachers and learners will work collaboratively for the curriculum development and learners will be allowed to make decisions on content selection, methodology and evaluation. Nunan (1996) also discusses the two complementary aims of learner-centred classrooms. One of them focuses on language content, the other focuses on learning process. He adds that throughout the achievement of these aims, learners need to decide what they want to learn and how they want to learn. In this phase, it is the teacher's duty to create such conditions in which they educate students in the skills and knowledge they require while making choices about the process and content of their learning.

Learner autonomy can be accelerated through the use of technology. The development of technology is one of many reasons to highlight learner autonomy in classroom. Teachers who recognize computers as problem solving tools change the way they teach. Technology improves students' learning process and outcomes; it makes students engage in their learning using technology and can become creators and critics instead of just consumers. Technology helps the student or teacher roles and relationships in promoting learner autonomy: students take responsibility for their learning outcomes, while teachers become guider and facilitator.

Autonomy on learners in teaching and learning process mostly cannot be implemented perfectly in the classroom. The expectation of fostering autonomous learners by formal learning at school is probably excessive because according to Sulistiyo (2016) there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers often teach many students in one classroom with more than 50 students. Second, not all students who attend English classes are motivated because English is a compulsory subject, which means that students only learn the language for examination purposes. Third, students' lack motivation to learn English and deficient English learning hours. While the condition and circumstances that exist at the schools will be the main factors primarily the number and quality of teachers or the type of reference being used and the readiness of teachers in implementing the new way of teaching.

In general, teachers at schools have understood the concept of learner autonomy. The teachers are expected to train their students to become autonomous learners during activities in the classroom. Learner autonomy is about student's ability to act on his or her own values and interests in teaching and learning process, but students in Indonesia do not have independent thought to make a wise decision on their own learning because of many factors while, the school administration has applied learner autonomy as a part of the policy based on the decision of Indonesian educational minister, the school's practitioners: teachers' and students' readiness toward the implementation of learner autonomy are still questioned, especially teachers who will implement learner autonomy to their students about the new way of teaching. It is important to investigate teachers' perception and strategies used in fostering learner autonomy in classroom because all learning behaviour depends on beliefs and experience. If erroneous beliefs exist in the process of teaching and learning in the classroom, it will impact on learners' success in language learning.

2. Literature Review

2.1 Learner autonomy

There are some ideas related to learner autonomy. Holec (1981) describes learner autonomy as learners who are able to reflect on their own learning. This is supported by (Benson & Voller, 1997; Little, 1991; Dickinson, 1995) (as cited in Kocak, 2003, p.18) they define that autonomy requires the learner to develop control over his or her own learning and his or her own role in that process. According to Dearden (1975) autonomy is related to an essential character of human nature which is exercised in daily life. It is intrinsic to humans and can be exercised by everyone in different activities. He explains the ability of learner autonomy is displayed through individuals' thoughts and actions which are associated with acts of autonomy. These thoughts and actions are equally autonomous whether they come originally from one's own mind or from others' and have subsequently been incorporated consciously by the individuals through reflection and understanding.

Callan (1988) describes autonomy as a regulation of a will of the individual in pursuit of his or her own interests with realism and independence of mind could not be expressed without taking into account the interests of others. The interests of one individual exist at least partly in the context of another individual's interests, so that in any situation calling for autonomous action when it consists of at least two human beings with the opportunity to exercise their autonomy. Strike (1982) defines autonomy as the condition of self-government which implies taking moral responsibilities for our decisions. In this conception of autonomy, the relationship between autonomy and community is important, as freedom brings responsibilities to others. This is supported by Little (1991) explains that autonomous learners cannot learn a language without doing interaction and communication with a teacher or peers. Autonomous learner will develop a sense of interdependence and work together with teachers and other learners to achieve their goals in teaching and learning process. Kerr (2002, as cited in Llaven and Nucamendi, 2014, p. 15) argues that 'autonomy is best understood as describing a particular kind of relation between individuals and their community.

Learners should hold and have the responsibility for all the decisions in teaching and learning process (Holec, 1981, as cited in Borg and Busaidi, 2012, p. 4). The specific decisions were described by Holec (1981), he describes the ability or capacity to take charge of learners' own learning can be implemented by determining learning objectives in accordance with learner's subjective criteria, defining the contents and progressions (sequence), selecting appropriate methods and techniques to be used; through the process of technique using and evaluation, the learner is able to decide which methods and techniques are appropriate to their own learning. Monitoring the procedure of acquisition; the monitoring of the acquisition procedure relates to the learner individual's timetable and pace for learning. Last is evaluating what has been acquired; self-evaluation of individual learner integrates the learner's specific personal dimension, where the criteria is used for evaluation, then it is determined by the learner in accordance with the relative importance placed by the individual on the various components of language learning. Strike (1982, as cited in Llaven&Nucamendi, 2014, p. 18) argues that autonomy is the opportunity that individuals have to make decisions for themselves, to exercise rational judgment and self-control, that is, the right to individual and collective self-determination, and psychological freedom. Humans have a right to autonomy because they are responsible for their actions and decisions.

From the above definitions, learner autonomy can be regarded as the ability from students to learn independently. This ability is owned by humans and also can be exercised in various activities, but it does not mean that students should learn in complete isolation or without any intervention from teacher's and peers' support. Because we are social beings our independence is always balanced by dependence. Autonomous learner will develop a sense of

interdependence and work together with teachers and other learners to achieve their goals in teaching and learning process.

Previously, some researchers have carried out a few studies related to learner autonomy. Al-Shaqsi (2009) conducted a study to investigate teachers' beliefs about learner autonomy. He did a survey related to this study. A questionnaire had spread to 120 English teachers in state schools in Oman. The findings of this research are the teachers claim that there are three characteristics of autonomous learners most often identified by teachers are: first, students can use computers to find information. Second, students use a dictionary and last, students ask the teacher to explain when they do not understand. The teachers in this study also assessed their learners positively on all of the indicators of learner autonomy they were presented with, with the three most highly rated being asking the teacher to explain when something is not clear, giving their point of view on topics in the classroom and using the dictionary well.

Martinez (2008) conducted research about learner autonomy from 16 student teachers of French, Italian and Spanish. These students were studying at a university in Germany. Data were collected through questionnaires, interviews, and observations during the course. Results showed that the student teachers had positive attitudes towards learner autonomy and that these were informed largely by their own experiences as language learners. The conceptions of autonomy held by the student teachers generally reflected 4 points; first, it is a new and supposedly better teaching and learning methodology. Second, it is equated with individualization and differentiation. Third, it is an absolute and idealistic concept. The last is learner autonomy associated with learning without a teacher.

However, these studies do not include the interpretation from the teachers and student teachers about what actually learner autonomy is for them and what strategies were used by the teachers to promote learner autonomy. By examining what 'learner autonomy' means to language teachers and what are strategies to develop learner autonomy. Teachers' beliefs would be used to design and deliver teacher professional development workshops about learner autonomy. Considering teachers' belief will influence on how the teachers teach in the classroom.

2.2 Autonomy in formal language learning

Autonomy should be encouraged by formal learning (Holec, 1981). The main factor why autonomy should be encouraged in formal learning is because of the teachers. Learners need a teacher as an essential part to create and promote learner autonomy in the classroom because it is difficult for learners in formal education contexts to accept responsibility immediately for their learning and it is the teachers who will help them to do so by equipping them with sufficient materials and with chances to practice them (Little, 1995). The teacher will lead them to achieve the principles of learner autonomy in the classroom; first learner goals, second the language learning process, third tasks, fourth learner strategies, fifth reflection on learning (Cotterall, 2000). By well-regulated leading from the teacher to control these principles, the students can be autonomous learner.

Learner should not be expected to be able to define his/her learning targets without expert assistance. The learners will almost need help in their learning process. For instance, in specifying what they should learn and translate into a coherent learning program, in finding appropriate materials to work with and devising strategies to exploit them effectively, and in learning how to evaluate his progress. Ideally, learner needs to join a scheme that is explicitly devoted to the promotion of autonomous language learning. A scheme in this context is likely a combination of learning resources and learner counselling which students can get from teacher, the aim of this is to help learners achieve a clearer understanding of why they are learning, what they are learning, and how they are learning. Little (1989)

autonomous learning that is held in formal language learning will move students from spoon-feeding to autonomy where students are flexible to take responsibilities for the course with teacher's and peers' support.

Autonomy is important to be implemented in formal language learning. According to Benson (2001 as cited in Mulyani, 2017, p.185) "autonomous learning is more effective than non-autonomous learning, and naturally development of autonomy implies better language learning". Learner autonomy is more effective in the learning process, because it makes students more responsible for learning, making students more active in learning, students' creativity can be developed and led in the learning process by the teacher in order to create a better learning process. (Umeda, 2000) gives three reasons for the importance of autonomy in education; developing a lifelong ability to cope with the rapid social changes, fostering the learner's individuality, and developing the diversity of the learner's educational and cultural background. This means that the students, in autonomy formal language learning, will be led by expert assistance (teacher) to become autonomous learners. Formal learning provides a scheme which consists of combination between learning resources and learner counselling; learners need to take the responsibility for their learning in the classroom but with teacher's support.

Previously, Mulyani (2017) conducted a study related to learner autonomy in formal language learning. Her study aims to look how the teachers applied the strategies used to promote learner autonomy in the classroom. The findings show the percentage of learner autonomy promotion: the teachers' application in managing class at SMA Adabiah Padang, for teacher A is low level (33,3%), for teacher B is low level (33 ,3%) and for teacher C is very low (1 6,6%). However, the study above did not investigate the strategies from the teacher to promote learner autonomy and how the teacher implement those strategies, but the researcher only provided observation checklist and made percentage of promoting learner autonomy: teachers' application in managing class at SMA Adabiah Padang.

2.3 The Teacher's Role in Developing Learner Autonomy

Teachers' beliefs about their role in promoting learner autonomy can powerfully determine learning opportunities that will learners receive. According to Borg (2011) Teacher in education is more likely to give an impact on teachers' practices in the teaching process because it is usually based on an understanding of the teachers hold. The decision of incorporating autonomy in language learning usually comes from the teacher, the way of fostering learner autonomy depends on how teacher redefine their own role in autonomous learning Hill (1994) (as cited in Simon Borg & Saleh Salim Al-Busaidi, 2012). Understanding teachers' beliefs about their role in promoting learner autonomy is an essential element in the design of professional development activities aimed at promoting learner autonomy. The extent of teachers' comprehension toward learner autonomy will consequently influence learners in their learning.

There are some experts who mention the roles of teacher in developing learner autonomy. (Riley, 1997; Scharle & Szabo, 2000; Wend 2002) mention that teacher needs to play the role as facilitator or counsellor. This is supported with Voller (1997), the role of teacher in promoting learner autonomy are facilitator, counsellor, and resource. Gardner and Miller (1999) (as cited in Alonazi, 2017, p. 185) also indicate that teachers should learn new strategies in order to take on new roles such as counselor, organizer, material developer, evaluator, and manager, etc. According to Xu (2004, as cited in Rafael Ja, 2017, p. 107), There are eight roles, namely manager, Facilitator, Organizer, Co-operator or learning partner, Inspirational, Monitor and evaluator, Resource, Atmosphere creator.

3. Research Methodology

3.1 Research Design

This is a quantitative research design. According to Creswell (2003) qualitative research is carried out in natural setting without manipulating the data and kind of educational research which the researcher focuses on the views of participants; ask general questions and the participants experience and provide rich narrative descriptions. Sekaran (2003) also indicates that using descriptive research helps the researcher to fully comprehend the characteristics of the participants and phenomena. Since this research focuses on teachers' perceptions and the actual roles that English language teachers play in fostering learner autonomy in the classroom, the quantitative design is appropriate for addressing the research questions and finding the research outcomes.

3.2 Participants

The sites for this research were at SMPN 17 Kota Jambi, SMPN 1 Muaro Jambi, and SMP IT Al Azhar. The subjects of the research were 4 English teachers of SMPN 17 Jambi, 2 English teachers of SMPN 1 Muaro Jambi, and 4 English teachers of SMP IT Al Azhar.

There were some reasons why the researcher chose the schools. First, the schools were chosen because those schools have applied curriculum 2013 in teaching and learning process. Second, the schools were suitable for the researcher to investigate the implementation of learner autonomy in English learning process because the researcher have relations with some teachers there which helped researcher to gather the data needed.

3.3 Instruments

In order to gain the data, a set of questionnaires was used. A questionnaire is a research instrument consists of a series of questions. The purpose of giving questionnaire is to gather information needed from respondents, a questionnaire can be given and collected through interview, telephone, computer or post; the teachers were not required to write their answers instead, they needed to choose one of the options provided. The teachers were asked to give a symbol or mark (✓) on the provided table.

The researcher used five-point Likert Scale questionnaire to collect the data. In this study, the researcher constructed the questionnaires in the closed-ended question form which were adapted from Borg and Al-Busaidi (2012) and Joshi (2011) and Alonazi (2017). The questionnaires were divided into 2 categories; First questionnaire which was adapted from Borg and Al-Busaidi (2012) was presented to answer the first research question about teachers' perceptions toward learner autonomy by giving some definitions of learner autonomy. Second questionnaire which was adapted from Alonazi (2017) was presented to answer the second research question "to what extent the teachers promote learner autonomy in classroom or the actual roles that English language teachers play in fostering learner autonomy."

Table 1. Questionnaire Specification (For research question number 1)

Questionnaire Aspect	Question Numbers
Teachers' perceptions toward Learner Autonomy	1,2,3,4,5,6,7,8,9,10,11,12,13, and 14

Table 2. Questionnaire Specification (For research question number 2)

Questionnaire Aspects	Question Numbers
Sample responses about their teaching practices for the role “facilitator”	1,2,3, and 4
Sample responses about their teaching practices for the role “counselor”	5,6,7,8 and 9
Sample responses about their teaching practices for the role “resource”	10,11,12,13,14 and 15
Sample responses about their teaching practices for the role “manager”	16,17,18,19 and 20

3.4 Data Analysis Procedures

After collecting data from the teachers in the questionnaires, the researcher analysed the data. This research used two types of five-point Likert scale; there were five values of response to the statement on the questionnaire. For part A of the questionnaire, the five-point Likert scale of frequency; 1 for never, 2 for rarely, 3 for sometimes, 4 for often and 5 for always. As for part B of the questionnaire, the five-point Likert scale of the agreement; 1 for strongly disagree, 2 for disagree, 3 for not sure, 4 for agree and 5 for strongly agree. After classifying the answers, the researcher counted on each response. Then, the researcher calculated the average of the result of each statement which will determine the major response to each statement. The data that submitted were processed and computed by using *Statistical Package for Social Science* (SPSS) software to analyse the means and response frequency of the data collection. After all data has been counted by using SPSS, the researcher interpreted the results of questionnaires to support the data that had been gathered.

4. Findings

The following table contains the data of the questionnaire answered by the teachers. This table shows data from teachers’ perceptions related to learner autonomy and the extent of learner autonomy promoted by these teachers in their teaching in the classes. In order to interpret the result of the numerical data, it is necessary to provide an interpretation guideline. Therefore, the researcher proposed the guideline of interpretation as follow:

Table 3. Interpretation guideline

Data Range	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Moderate
3.41 – 4.20	High
4.21 – 5.00	Very High

Source: Al-Humaidi (2015)

4.1.1 Teacher Perception of Learner Autonomy

The first part of the questionnaire is about the teachers’ perception and their understanding of learner autonomy. The questionnaire consisted of 14 items related to the teachers’ perceptions and their understanding toward learner autonomy. The questionnaire required the teachers to give responses in five levels of agreements with **1** as *strongly disagree*, **2** as *disagree*, **3** as *not sure*, **4** as *agree* and **5** as *strongly agree*. The result is reflected as follows:

Table 4. Teacher perspective of learner autonomy

No	Items	Levels of Agreement					N	Means	Interpretation
		1	2	3	4	5			
1	Learner autonomy means that learners can make choices about what they learn.	0	0	0	3	7	10	4.70	Very High
2	Learner Autonomy means that learners can make choices about how they learn.	0	0	0	2	8	10	4.80	Very High
3	Learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.	0	0	3	5	2	10	3.90	High
4	Learner autonomy means that learners can modify the goals and the content of the learning program.	1	2	6	1	0	10	2.70	Moderate
5	Learner autonomy cannot be developed without the help of the teacher.	0	0	0	5	5	10	4.50	Very High
6	Learner autonomy allows language learners to learn more effectively than they otherwise would.	0	0	3	4	3	10	4.00	Moderate
7	Learner autonomy requires learners to be entirely independent of the teacher's help.	1	6	2	0	1	10	2.40	Low
8	Learner autonomy means giving activities which give learners opportunities to learn from each other.	0	0	2	4	4	10	4.20	High
9	Learner autonomy means that learners should learn without help from their peers.	2	4	2	1	1	10	2.50	Low
10	Learner autonomy means that students should assess their own progress.	0	0	2	5	3	10	4.10	High
11	Learner autonomy means that learners are free to decide how their learning will be assessed by the teacher.	0	0	2	3	5	10	4.30	Very High

12	Learner autonomy has positive effects on success as a language learner.	0	0	2	3	5	10	4.30	Very High
13	Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and determining content of materials).	0	0	2	4	4	10	4.20	High
14	Learner autonomy means that learners can make connections between the content of classroom learning and the world.	0	0	4	4	2	10	3.80	High
Total		4	12	30	44	50	140	3.88	High

Based on the table above, the average result of how the teacher perceived learner autonomy is quite high. However, their perceptions toward all the items are varied from low to very high. There are two items that perceived low by the teachers. The teacher did not agree that learner autonomy requires learners to be entirely independent of the teacher's help and learner autonomy means that learners should learn without help from their peers. This could be assumed that the teachers see in the learner autonomy, the learners still need help from their teachers and peers to improve their learning. Another two statements were perceived by the teachers moderately. In this case, the teachers are not sure to agree or disagree on these two statements; learner autonomy means that learners can modify the goals and the content of the learning program and learner autonomy allows language learners to learn more effectively than they otherwise would.

On the other hand, the majority of the statements are highly agreed upon by the teachers. There are five statements that the teachers agreed with and five other statements that the teachers very agree with. The first five statements are; learner autonomy involves the learner in making choices related to goals, content, and strategies in their learning, learner autonomy provide activities which give learners opportunities to learn from each other, in learner autonomy students should assess their progress, in learner autonomy the learners are aware of their learning, and learner autonomy allows the learners to make connections between the content of classroom learning and the world. The result found shows that the teachers agree on these five statements. Moreover, the teachers also responded to the other five statements with very agree which means that they believe that these statements explain what learner autonomy is as they perceived. First, the learner autonomy allows the learners to make choices about what they learn. Second, it allows learners to make choices about how they learn. Third, learner autonomy cannot be developed without the help of the teacher. Fourth, learner autonomy provides the learners the freedom to decide how their learning will be assessed by the teacher. Finally, fifth, learner autonomy has positive effects on success as a language learner.

4.1.2 The Extent of Learner Autonomy Promoted by Teachers

The second part of the questionnaire is about the extent of learner autonomy that is promoted by these teachers in their teaching. There are 20 items in this part which are divided into four main aspects including practice as facilitator, counsellor, resource and manager. The

participants were asked to give their responses in five levels of the frequency; **1** (*never*), **2** (*rarely*), **3** (*sometimes*), **4** (*seldom*) and **5** (*always*).

4.1.2.1 Practice as Facilitator

The first aspect of the extent of learner autonomy promoted by the teachers is the practice as a facilitator.

Table 6. Extent of learner autonomy in the aspect of practice as facilitator

No	Items	Frequency of Activities					N	Means	Interpretation
		1	2	3	4	5			
1	Helping students to set up their own learning objectives.	0	2	3	4	1	10	3.40	Moderate
2	Helping students to select their learning materials.	2	1	4	2	1	10	2.90	Moderate
3	Helping students to evaluate their own learning and progress.	0	0	1	4	5	10	4.40	Very High
4	Encouraging students to reflect on their learning process.	0	0	0	5	5	10	4.50	Very High
Total		2	3	8	15	12	40	3.80	High

The result of the data gathered shows that in the practice as a facilitator, the teachers conducted activities that could promote the learners' autonomy quite often. The first two activities including helping the students to set up their own learning objectives and helping them to select their learning materials are moderately implemented by the teacher. In other words, the teachers sometimes help the students to prepare for their learning objectives and learning materials. Meanwhile, the other two activities related to this aspect which include helping the students in evaluating their learning and progress as well as encouraging them to reflect on their learning are often conducted by the teacher.

4.1.2.2 Practice as Counsellor

Table 5. Extent of learner autonomy in the aspect of practice as counselor

No	Items	Frequency of Activities					N	Means	Interpretation
		1	2	3	4	5			
5	Making students aware of the skills and strategies needed to learn by their own.	0	0	1	5	4	10	4.30	Very High
6	Identifying psychological problems that inhibit students' progress.	0	0	3	5	2	10	3.90	High
7	Making dialogues with students to find solutions for their	0	0	0	7	3	10	4.30	Very High

No	Items	Frequency of Activities					N	Means	Interpretation
		1	2	3	4	5			
	learning difficulties.								
8	Encouraging students to make study plans.	0	0	2	6	2	10	4.00	High
9	Being positive and supportive especially when giving feedback.	0	0	0	5	5	10	4.50	Very High
Total		0	0	6	28	16	50	4.20	High

The second aspect of this part is the practice as a counsellor. This aspect consisted of five activities that related to how the teachers promote learners' autonomy as in the practice as counsellor. Three out of five activities were always conducted by the teacher which includes; making students aware of the skills and strategies needed to learn, making dialogues with students to find solutions for their learning difficulties, and being positive and supportive especially when giving feedback to the students. Meanwhile, the other two items are often conducted by the teachers. Those activities are identifying psychological problems faced by the students that could limit their progress and encouraging students to make study plans.

4.1.2.3 Practice as Resource

Table 6. Extent of learner autonomy in the aspect of practice as resource

No	Items	Frequency of Activities					N	Means	Interpretation
		1	2	3	4	5			
10	Suggesting tools and techniques for self-assessment.	0	0	2	7	1	10	3.90	High
11	Using computer-based learning materials.	0	2	5	3	0	10	3.10	Moderate
12	Selecting and evaluating resources according to students' needs and levels.	0	0	0	6	4	10	4.40	Very High
13	Suggesting websites, videos or online dictionaries that motivate students to use the target language outside classroom.	0	0	0	5	5	10	4.50	Very High
14	Encouraging students to read English books, magazines and newspapers outside classroom.	0	0	0	4	6	10	4.60	Very High
15	Encouraging students to study with their peers.	0	0	0	2	8	10	4.80	Very High
Total		0	2	7	27	24	60	4.22	Very High

The third aspect is the practice as resource which consists of six items. The result of data gathered from the teachers' shows that almost all of the activities in this aspect were always conducted in their teaching. Four out of six items are always implemented by the teacher, which includes; selecting and evaluating resources according to students' needs and levels, suggesting websites, videos or online dictionaries that motivate students to use the target language outside the classroom, encouraging students to read English books, magazines and newspapers outside classroom, and encouraging students to study with their peers. The teachers also often suggest tools and techniques for the students' self-assessment. However, the finding also shows that teachers use computer-based learning materials sometimes.

4.1.2.4 Practice as Manager

Table 7. Extent of learner autonomy in the aspect of practice as manager

No	Items	Frequency of Activities					N	Means	Interpretation
		1	2	3	4	5			
16	Organizing different kinds of games and activities in the classroom.	0	3	5	2	0	10	2.90	Moderate
17	Providing clear instructions of the tasks assigned to students.	0	0	0	3	7	10	4.70	Very High
18	Explaining the purposes and the significance of the tasks assigned to students.	0	0	0	4	6	10	4.60	Very High
19	Giving learners opportunities to tell their opinions in the classroom management.	0	0	0	6	4	10	4.40	Very High
20	Giving learners opportunities to tell their opinions in their learning activities	0	0	2	5	3	10	4.10	High
Total		0	3	7	20	20	50	4.14	High

The final aspect of this part is the teachers' practice as manager in promoting learner autonomy. There are five items in total for this aspect which can be assumed that most of the activities were conducted quite often. Based on the response of the teachers, there are three activities that they are always doing to promote the learners' autonomy. Those activities are providing clear instructions of the tasks assigned to students, explaining the purposes and the significance of the tasks assigned to students, and giving the learners opportunities to tell their opinions in the classroom management. The teachers also often provide learners with opportunities to tell their opinion related to their learning activities. The data also explained that the teachers only organize different kinds of games and activities in the classroom sometimes or only moderately implemented.

5. Discussion

The research utilized two types of questionnaires for each part in order to obtain the teachers' perceptions and the extent of learner autonomy they promoted in their teaching. The first type is to check the teachers' perceptions toward learner autonomy; therefore, it used five levels of agreement Likert scale. There are 14 items in this part that focus on how the teachers perceive learner autonomy. The second part is about the extent of learner autonomy promoted by the teacher in their classrooms. There are 20 items in total that are divided into four aspects including teacher practices as facilitator, counsellor, resource and manager. This part of the questionnaire used five levels of frequency of Likert scale to measure how far the teachers promote learner autonomy in their classes.

The result of the distributed questionnaire shows that the teacher highly perceived learner autonomy. It is proved by the average response of every statement in this part which can be considered as high. The teachers mostly chose "agree" and "very agree" on the statements regarding how they perceived what learner autonomy is. Based on the result, the teachers significantly agreed that autonomy means that learners can make choices about how they learn. It means that learner autonomy provides the chance for the students to make choices about how they learn the topic or materials. This result is supported by Richards (2012), who explained that one of the features offered in autonomous learning is that the students are encouraged to be aware of their learning styles, which could help them understand what is the best way for them to learn. This statement is supported by Thanasoulas (2000) in his research that in autonomous learning the learner needs to have insight into their learning styles and strategies. The result also found that learner autonomy means that learners can make choices about what they learn. The teachers believed that implementing learner autonomy in the classroom means to give the students an opportunity to choose what they want to learn. Richards (2012) explained that students in autonomous learning are encouraged to make decisions on what they learn. According to Balçıkanlı (2010), the idea of learner autonomy is to involve the students in decision making processes regarding their own learning, which in this case is their language learning. Therefore, it is necessary for the students in autonomous learning to be able to make a decision about what they want to learn (Anderson, 2015).

Another statement that the teachers highly agreed on is omit this learner autonomy cannot be developed without the help of the teacher. This could mean that the teachers mostly agreed that the involvement of the teacher has a major function to develop the learner autonomy practice. This statement is supported by Alonazi (2017) that teacher has important roles in autonomous learning including their roles as facilitator and counsellor. In addition, Gardner and Miller (1999) indicate that teachers also have the roles of material developers and managers in autonomous learning.

Although most of the items in this part of the questionnaire were highly agreed by the teachers, there are several statements that the teachers disagreed with or not really sure about it. The result shows that the teachers disagreed that learner autonomy requires learners to be entirely independent from the teacher's help. This result indicates that the teachers believe that learner autonomy still requires the involvement of the teachers. This is in line with Crabble (1999) who explained that the role of teachers is needed in helping the students. Teachers play an important role in guiding and managing the students to achieve their learning objectives and goals. The teachers also disagreed that learners should learn without help from their peers in learner autonomy. The teachers believed that learners need help from their peers in their learning development. The involvement of students' peers is important in their learning in sharing knowledge and experience among them (Hellmer, 2012). Therefore, even in autonomous learning, the students still need the assistance of their peers. All in all, the teachers perceived that learner autonomy as a way of teaching which allows the students to

be more independent and responsible for their own learning (Alonazi, 2017). However, the students are not entirely learning by themselves. The role of teachers and the students' peers still has an important factor in their learning (Borg & Alshumaimeri, 2019).

The second part of the questionnaire is related to the extent of learner autonomy promoted by the teachers in their classroom. There are four aspects in this part of the questionnaire including the teacher practice as facilitator, counsellor, resource and manager in the classroom. The first aspect is the teachers' practice as facilitator. Based on the data findings, the teachers conducted the activities related to this practice quite often. There are four items in total that received a very high and moderate response. The first two activities were only conducted sometimes by the teachers which include helping students to set up their own learning objectives and helping students to select their learning materials. This suggested that some of the teachers help their students to set up their own learning objectives while some others do not. Also, there is a balanced number for the teachers that help the student to select the learning materials and the teachers who do not. However, Balçıkanlı (2010) in his paper stated that autonomous learning should involve the teachers in helping the students in their learning activities. It includes managing the students' learning materials, setting up the students' learning goals and objectives and evaluating the learning. Related to this, the results show that the teachers were often helping students to evaluate their own learning and progress. Chiu (2005) stated that the teacher as a facilitator means to be considered as a helper who creates the learning environment in order to make it easier. This is supported by Yan (2012), that teacher's role as facilitator would make learning development more flexible and successful. It is followed by the last statement on this aspect that the teachers are quite often to encourage the students to reflect on their learning process. It is in line with Voller (2014) that the teacher as facilitator means to provide the students with technical and psychological support.

The second aspect is the teachers' practice as counsellor. The result of this aspect shows that the teachers often conducted the activities regarding their practice as counsellor in promoting learner autonomy. All activities in this aspect received high and very high response. Alonazi (2017) explained that the teacher as a counsellor refers to a person who provides advice to the students who need it. Counselling could help the students to communicate or talk about their achievements, problems and ways to solve these problems (Kongchan, 2008). Based on these literatures and the data findings, it could be concluded that the teachers have highly practice as counsellor in terms of promoting learner autonomy.

The third aspect is the teachers' practice as learning resource for the students. Almost all of the item in this aspect received very high responses which include selecting and evaluating resources according to students' needs and levels, suggesting websites, videos or online dictionaries that motivate students to use the target language outside the classroom, encouraging students to read English books, magazines and newspapers outside classroom and encouraging students to study with their peers. According to Benson & Voller (1997), teachers are perceived as the source of knowledge and expertise. In other words, teachers as a resource mean that they could provide the students with knowledge and expertise. In addition, teachers should also provide the students with appropriate resource materials for the learning activity (Ravet & Layte, 1997). The result also showed that the teachers are often to suggest tools and techniques for students' self-assessment. However, the result also shows that teachers only use computer-based learning materials moderately. The reason for this result is mostly because of the limited access for the students to the computer-based learning materials (Rahmawati, 2009).

The last aspect in this part is the teachers' practice as manager in the classroom. Most of the activities listed in this aspect were highly and very highly conducted in the teachers' teaching class and only one item that received a moderate or conducted in sometimes. The

teachers sometimes organize different kinds of games and activities in the classroom. On the other hand, the teachers believed that they often give the students opportunities to tell their opinion about the learning activities. According to Yan (2012), teachers have responsibility for managing and organizing various kinds of learning activities such as games, discussions, presentations, etc. However, it is also important that the learning activities provided is effective and suitable for the learners' need. Therefore, the involvement of the students to tell their opinion related to the learning activities is important in autonomous learning (Alonazi, 2017). Meanwhile, the rest of the activities in this practice were always conducted by the teachers. It can be concluded that the teachers are actively providing the students with clear instruction, explaining the purpose and significance of the learning and giving the students opportunities to tell their opinion in the classroom. Alonazi (2017) also stated that it is necessary for the learner to know what they are expected to do about their learning activities. Therefore, teachers need to provide the students with clear information related to the learning activities (Harmer, 2007).

In conclusion, the result of the questionnaire showed that learner autonomy is highly promoted by the teacher in their classroom. The teachers were highly active in promoting the learner autonomy in all aspects including in the practice as facilitator, counsellor, resource and manager.

6. Conclusion

Based on the findings and discussion in the previous chapter, the researcher draws several conclusions as follows:

1. The result of the analyzed data gathered through questionnaire shows that the teacher highly perceived learner autonomy. The major findings of this study reveal that the teachers at three selected junior high schools in Jambi have positive responses. First, the teachers perceived learner autonomy positively; the teachers knew that learner autonomy is helpful for EFL learning. Second, they understand that learner autonomy is where the teacher has specific roles to support the students.
2. The teachers have tried to promote learner autonomy even if there are still some components that need to be improved in order to help the teachers at fostering learner autonomy implementation in the classroom. Overall, the teachers were significantly active in promoting learner autonomy in all aspects including in the practice as facilitator, counselor, resource and manager.

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