EFL TEACHERS' BELIEFS ON LEARNER AUTONOMY AT SMA MUHAMMADIYAH PK KOTTABARAT SURAKARTA IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr. Wb.

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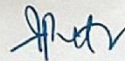
has already fulfilled the requirements to be presented before The Board of Examination (*munaqosah*) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, November 2022

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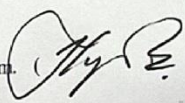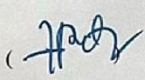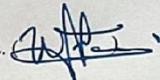
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This is to certify the *Sarjana* thesis entitled "EFL Teacher Beliefs on Learner Autonomy at SMA Muhammadiyah PK Kottabarat Kota Surakarta in Academic Year 2022/2023" by Woro Yulia Rahmawati has been approved by the Board of Thesis Examination as the requirements for the degree of *Sarjana* in English Language Education.

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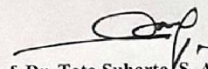
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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.

2. Nabi Muhammad SAW who gives the best examples to do anything.

3. My beloved parents Mr. Sarno Yuliyanto and Mrs. Sugiarti who always support me in anything.

4. My beloved brothers and sister, Mr. Dimas Arga Wicaksana S. Pd., Mrs. Intan Octaviasari, and Hamdani Febri Pamungkas who always support me in anything.

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6. All of my friends from English language Education Department.

7. My Almamater UIN Raden Mas Said Surakarta.

8. Last but not least, I want to thank to my self who always do strong and never give up until now.

MOTTO

Life is not about taking what you stocked.

(Hindia's songs named evaluasi).

For, indeed, after the difficulty there is ease. Indeed, after the difficulty

there is ease.

(**QS Al-Insyirah: 5-6**)

And do not (feel) weak, and do not (also) grieve, for you are the highest

(degree), if you are a believer.

(QS Ali Imran : 139)

PRONOUNCEMENT

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I herenby sincerely state that the thesis titled:

"EFL Teachers' Beliefs on Learner Autonomy at SMA Muhammadiyah PK Kottabarat Kota Surakarta in Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willling to take the academic sanction in the form of repeating my thesis and academic degree.

Sukoharjo,   November 2022

Stated by,

Woro Yulia Rahmawati

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions, from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of The Faculty of Cultures and Languages,

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The researcher realizes that this thesis is still far from being perfect. She hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, November 2022

The researcher,

Woro Yulia Rahmawati

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ABSTRACT

Woro Yulia Rahmawati. 2022. *EFL Teachers Beliefs on Learner Autonomy at SMA Muhammadiyah PK Kottabarat Kota Surakarta in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Language Faculty.

This research focuses on problems in EFL Teachers Beliefs on Learner Autonomy at SMA Muhammadiyah PK Kottabarat Kota Surakarta in Academic Year 2022/2023. The purpose of this research is to investigate EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Kota Surakarta and to know how are EFL teachers' beliefs in fostering learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta.

This research using qualitative research and the researcher as the instrument. The subjects of this research are two English teachers of all classes MIPA and IPS of SMA Muhammadiyah PK Kottabarat Kota Surakarta. This research collects the data by using observation, interview and documentation. For the first objective, researcher using Nga's Theory regarding with EFL Teachers Beliefs on Learner Autonomy. For the second objective, researcher using theory of Benson regarding with approaches in fostering learner autonomy.

The results of this study showed that there were two teacher's beliefs in learner's autonomy in English language learning at SMA Muhammadiyah PK Kottabarat Kota Surakarta which were presented through several themes, they were: 1) Beliefs about learner autonomy, 2) Beliefs about teacher's role in developing learner autonomy, 3) Beliefs about classroom environment, 4) Beliefs about the development of autonomy, and 5) Beliefs about the application of learners' autonomy. Several approaches that were applicated can also support student activity in learning. The approaches used by the two teacher were reasource-based approach, learner-based approach, classroom-based approach, curriculum-based approach, and teacher-based approach Regarding with the results,teachers already understand the concept of learner autonomy in its application. However, in some circumstances the application of learner autonomy is also constrained because each class or student has its own character. In its conclusion, teachers believe that students can be shaped into learner autonomy through several approaches that have been applied.

Keywords: EFL Teachers' Beliefs; Learner Autonomy; Fostering Learner Autonomy.

CHAPTER I
INTRODUCTION

A. Background of The Study

Teachers are one of the important components in teaching and learning activities in schools. All activities that occur in school must involve teachers and it is especially during classroom learning. As a teacher, they are required to be able to instruct the students in accordance with the learning goals. Therefore, a teacher must have different beliefs in every learning. The beliefs while teaching are also the major factor that support the course of learning.

According to Calderhead (1996) in (Salamah, 2017), he classified types of teachers' beliefs as teachers' beliefs in teaching, learning, and learners, subject matter, self as teacher, or the role as a teacher. Teachers' beliefs about teaching is how the teacher can transfer the knowledge to the students through learning media. In the learning process, teacher as a facilitator or motivator should know how students get enthusiastic on studying. As the learners, students are sometimes confused on what they study, so the teacher should put more attention on it. According to the subject matter, the teachers have to decide the subject is the first to present in learning process. Then, teachers' beliefs about self and teaching role are according to the teachers' beliefs on how they set their classroom before the learning process. The teacher can be a facilitator, a guide, a motivator, a knowledge transmitter, or decision maker (Salamah, 2017). Therefore, a teacher is encouraged to have a high level of self-efficacy at the time of teaching.

Larenas & Hernandez, Paola Alarcon Navarrete (2015)stated that beliefs lead teachers behavior and inform teachers to practice a kind of interpretative outline through what they made to do in their classroom. According to the beliefs themselves, experience is one of the things that greatly influences, such as how the preparation of classes is made and the termination of pedagogical practice. Therefore, the beliefs of a teacher affects how practice in learning and some practices can also affect the beliefs of a teacher as well. But in fact, in the practice of language learning, EFL teachers' beliefs are considered as one of the important factors in the planning, management, and assessment of classes, especially the relationship between the beliefs and practice on learner autonomy in learning certain language skills, such as writing, speaking, reading, and listening (Utami, 2016).

In recent years, attention to the teacher beliefs has been studied a lot. There are several factors that influence belief in EFL teachers and also the relationship between teacher beliefs and practice in teaching based on existing literature (Maoying & Yiping (2016) in (Liu & Chen, 2018)). The existence of the students and the environment is as a source of reference for teachers in teaching practice and decision making in the classroom. Teachers believe that it is the students who make them effective or ineffective teachers in the learning. (Utami, 2016) stated that teachers, students, and the environment play an important role in influencing each other.

Nowadays, there are many schools that have implemented student centers. The change from teacher centered to student centered is considered more effective for the formation of creativity and the development of students' confidence in the learning. To support students to become an autonomous learner, teachers can be facilitators, motivators, and sources of knowledge for students (Benson (2011) in (Bandura, 1994)). Based on the curriculum applied in Indonesia in the recent years, the change of KTSP to K13 or 2013 curriculum is the goal of the government in the field of education to form students into students centered (Saraswati, 2019). To support them, teacher needs to foster the students autonomy, and they have to know the concept of it, and the way to practice it in the learning process. Teachers' beliefs is important in learner autonomy to merge their pedagogy. Moreover, teacher beliefs can also support students' development to become student autonomy.

Today we can see that some of EFL teachers still feel unsure of themselves to put confidence in learner autonomy in learning English independently. They think that students are not able or do not need the direction in advance to the material understanding. The teachers are not sure that students can understand the material independently. According to them, students will not learn independently without being explained first by the teacher.

Nowadays many teachers are trying to push their confidence in autonomous learners in learning English independently by providing assignments or some kind of stimulus in learning, so they are to encourage

students to seek more in-depth information related to the learning materials to be learned.

According tho the statements above, the researcher is interested in conducting reasearch about EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta. It is located on Pleret Raya Street, Sumber, Banjarsari, Surakarta, Central Java. The location of the the school is around the center of the city This school has 6 classes (X1, X2, X3, XI MIPA and 11 IPS, XII MIPA and XII IPS), and two English teachers are Mr. RG and Mrs. IZN.

Based on the pre-research that was conducted on February 10th 2022, the reasearcher found that the students tended to follow what the teachers' instructions. In terms of assessment, the teacher pointed the students randomly to help to read or answer the questions. They also gave them some tasks to do at home independently. Both of EFL teachers said that the students still could not be a learner autonomy when they were still very difficult to teach how to become independent learners according to what the education minister mentioned to in the use of K-13 as a learning curriculum. Independent learning which is defined by teachers is where students can learn the material before it is further explained by the teacher during learning in class, yet this is not the meaning of learner autonomy.

According to Oxfords University ELT Press, learner autonomy is when the students can take control and responsibility for their own learning, both in terms of what and how they learn it. It takes as its starting point of the idea that students are capable of self-directed and are able to develop an

independent, proactive approach to their studies. Therefore, the researcher designed this study aimed to investigate EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta.

In this study, the researcher chose senior high school as the subject because at this level, the students are expected to have met the standards as autonomous learners as intended by educational symmetry in producing an independent generation of the students or becoming student centered. Ideal learning is learning that is able to motivate students to participate actively and provide space for students to develop their creativity and independence. This is stated in the Minister of Education and Culture Number 65 of 2013 which was further updated with *PERMENDIKBUD* Number 22 of 2016 which concerns on educational process standards. In this case, the learning process must position the student as a learning subject who actively builds his own knowledge with the help or guidance of the teacher (Muliyah et al., 2021).

Some teachers were found that they did not understand the concept of learner autonomy echoed by the Ministry of Education in Indonesia. This appears from the absence of training on how to educate students to become autonomous learners in learning. Therefore, the teacher's lack of understanding of the concept of forming students into student autonomy results in the lack of teacher confidence in shaping students into student autonomy. There are many possibilities that they think of, and one of which is that the teacher is less confident that the student can start learning on his own through many sources before being explained further by the teacher, as

well as the teacher is less able to create student-centered learning.The teacher's belief in the autonomy of the learners can make the learning process more efficient when learning has been a student-centered. So, the student has understood the learning materials before it is further explained by the teachers.

According to Hadjam in (Minarni, 2020), teachers who have low self-efficacy tend to give up when facing troubled students, tend to be punitive, grumpy, and authoritarian. Santrock in (Minarni, 2020) also said that teachers who have low self-efficacy have no confidence in their abilities to manage their classes, become depressed and angry at students' bad behavior, are pessimistic about students' ability to progress, take a protective view of their work, often choose restrictive disciplinary models and use a punishment system. In high school, the self-confidence of teachers, especially EFL teachers, is so necessary to support and produce students to be better to master the classroom and improve students' ability to become autonomous learners.

The previous research that also examined teacher beliefs was carried out by (Saraswati, 2019). In her research entitled "EFL teachers' beliefs and practices on learner autonomy", Saraswati conducted that research on three English teachers of senior high school in Cibinong. The aim of her study were to investigate the EFL teachers' beliefs on learner autonomy and how their beliefs about this concept were applied in their teaching practices. This research found that teachers' views on student autonomy were positive, had good values of student autonomy, and therefore had a strong consensus that

specific methods and strategies could promote greater autonomy for English students, but they do not believe that their students are autonomous. In the other words, teachers had negative beliefs about their students. As a result of their beliefs, teachers might be reluctant to use teaching and learning methods that motivated their students to take more responsibility for their learning to be autonomous students.

The teachers still only focused on themselves while learning process with no inclusion of learner autonomy. It was found that teachers did not foster learner autonomy in their classes partly due to their lack of understanding about learner autonomy. Even the techniques that they mentioned on the interview that were believed could foster learner autonomy which were narrative and inquiry learning as mandated in the 2013 curriculum were not being used in their teaching practices. They believed their students could not accept those kinds of learning techniques. This indicated that teachers used their beliefs and experiences to support their teaching practices and provided reasons not to foster learner autonomy.

Another research was conducted by Ma'wa & Madya (2021). The research entitled EFL teachers' beliefs in learner autonomy: a study on non-formal education context in Indonesia. The objective of this research was to describe teachers' beliefs in the learner autonomy, and the participants were senior high school teachers of non-formal education (Paket C) in Indonesia. The finding of this study was teachers' beliefs in LA lean much on the psychological aspect of learners which covered about motivation, self-agency, responsibility, and learning strategies. This research also uncovered

that teachers were knowledgeable about the notion of L2 LA but less positive in the implementation of LA in their practices. Some factors covering learners who were mostly low motivated ones and institutional factors which were poor in learning resources might be the hindrances of fostering L2 LA in this context.

At SMA Muhammadiyah PK Kottabarat Surakarta itself, the English teacher is still applied the concept of the teachers are the center and the students are as the listener. Students at SMA Muhammadiyah PK Kottabarat Surakarta tend to be less active and only listen to explanations from the teacher. If the teachers do not point or tell the students to answer questions or read, they will just be quiet and listen until it's over.

The novelty of this study is to conduct the research about the beliefs of EFL teachers on learner autonomy at senior high school. EFL teachers were had three years experience of teaching, and this study collected the data by using one-on-one interviews with open-ended questions and transcript interview description. In addition, the participants teach at different grade levels and majors. Researchers also want to know in more detail about whether teachers still do not understand the concept of learner autonomy until now. Of these reasons, researchers felt the need to conduct research for this case.

Several previous studies have also suggested that more in-depth research on teacher beliefs on learner autonomy needs to be carried out because in the previous studies found that there were still some EFL teachers who were lack understanding of the concept of learner autonomy, lack of

time, little confidence that their students were capable of being autonomous in their learning. Based on the reasons above, the researcher decided to take the title "EFL Teachers' Beliefs on Learner Autonomy at SMA Muhammadiyah PK Kottabarat Surakarta".

In this study, researcher investigated and described how EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta. The differences in these studies are purpose, subject matter, and methodology. Further research focuses on teachers' practices, teachers' perceptions of teaching autonomy, and their role in improving it. The subject of this study was senior high school teachers while in another research the subject was university students and a university lecturer. The research design implemented in this study was a qualitative study that examined EFL teachers' beliefs on learner autonomy. Based on classroom researchers' experience, it was likely that English students would follow the teachers' instructions. It is always a problem to achieve a student-centered approach. Therefore, the researcher wants to know EFL teachers' beliefs regarding learner autonomy and the role of the teacher in promoting learner autonomy based on their beliefs.

B. Identification of The Problems

Based on the background described above, some problems can be formulated as follows:

1. EFL teachers feel less confident about learner autonomy in English learning.

2. The English learning process is still teacher centered.

3. EFL teachers are still not sure about autonomous learners in learning English independently.

4. EFL teachers still have limited information about the concept of learner autonomy.

C. Limitation of The Problems

This study focused on EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta in academic year 2022/2023. The researcher focused on limitation in this study are based on five components according to (Nga, 2014), namely: 1) Learner Autonomy, 2) Teachers Role, 3) Classroom Environment, 4) The Development of Learner Autonomy, and 5) The Application of Learner Autonomy. The focus is on EFL teachers' beliefs on learner autonomy in senior high school and deeply investigating to what extent do the EFL teachers' beliefs in fostering learner autonomy according to their working contexts based on the approaches refering to Benson in (Cotterall, 2017). The approaches stated by Benson in (Cotterall, 2017) were Resource-based approach, Technology-based approach, Curriculum-based approach , Classroom- based approach, Learner-based approach , and Teacher-based approaches. The researcher investigated two EFL teachers of SMA Muhammadiyah PK Kottabarat Surakarta. They were Mrs. IZN and Mr. RG. The EFL teachers who were taken by the researcher taught the students of two tenth grades of MIPA and IPS, and two eleventh grades of IPA and IPS, and two twelth grades of IPA and IPS in academic year of 2022/2023. The participants of this study were

two EFL teachers who had approximately around three until five years of teaching experience at SMA Muhammadiyah PK Kottabarat Surakarta.

D. Formulation of The Problems

1. What components of EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta?

2. How do they takes approaches in foster learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta?

E. Objectives of The Study

Based on the problem stated above, the objectives of the research are:

1. To investigate EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta.

2. To know how EFL teachers' beliefs in fostering learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta.

F. Benefits of The Study

Through this study, the result are expected to give theoritical and practical contribtions. The researcher believes that the findings of this study can make teachers' beliefs are increasing in teaching practice to form the learner autonomy. For this reason, the researcher expected that the teacher could help the students to be learner autonomy and increase their beliefs on teaching the students of learner autonomy. In addition, teachers could be more aware of their assumptions and practices regarding learne' autonomy in the classroom. The researcher believes that this study would give information about EFL teachers' beliefs on learner autonomy. Hopefully, this study could help the next researcher in developing further research

about EFL teachers' beliefs on learner autonomy. The researcher expected that this study would be useful as an additional literature according to EFL teachers' beliefs on learner autonomy.

G. Definition of Key Terms

1. Teachers' beliefs

   Johnson (1994) in (Ningsih & Fata, 2015) defined teachers' beliefs as something that is formed early in life as a result of a person's education and experience.

2. Learner autonomy

   According to (Basri, 2020), he stated that autonomy can be determine as the ability to take over their own learning and control what they learn independently. Students can understand how they learn independently without having to wait for orders from the teacher. In their learning, they try to determine and decide things on their own. Students are expected to be more courageous to make decisions in the learning process. Students should have the skill and tools to become more responsible for their own work in order to take control on learning and become motivated to success.

CHAPTER II
LITERATURE REVIEW

This chapter reviews some detail explanation of the theories that support this research. It consits of related literature and some previews study that relate to the topic. The theories are related to the definition of, teachers' beliefs, autonomy in the classroom, and learner autonomy.

A. Theoretical Background

1. Teachers' Beliefs

In the recents study, Salamah (2017) stated that teachers beliefs are the personal views of a teacher in teaching and the type of learning that is effectively used when teaching. This can be interpreted by the teacher's beliefs in creating the right learning process for his students. Engagement of beliefs can help individuals to understand the world, influence how new information is perceived, received, or rejected (Nga, 2014).

Hernandez and Navarrete (2015) stated that beliefs in a teacher can guide a teacher's behavior and practice to assist students in making a frame of mind that matches on what they do in the classroom. Therefore, beliefs depend on the experience of a teacher himself. It can be seen from how many classes that have been taught and how pedagogical application is decided. It can be said that beliefs affect practice and so does it. Nga (2014) stated that teachers beliefs are formed over their professional careers through chance observation, intense experiences

(either positive or negative), or a series of events that convince them of the truth of some rationale or relationship.

Beliefs and practices are two things that are interrelated and, in the classroom, tension may be created if the teacher holds two beliefs inconsistently (Wubbena & Guerra, 2017). Fang (1996)suggested that teachers' beliefs influence class behavior in a consistent and unequal way. Kagan (1992) stated that "the teacher; sometimes it is probably associated with a congruent learning style that often occurs in different classes and at different levels".

In (Nicholson, 2019), consensus between teachers and practitioners can be found in a number of academic subjects: mathematics (Vace & Bright, 1999), natural sciences (Czerniak & Lumpe, 1996), history (Wilson &Wineburg, 1988), and literature (Fang, 1996). One factor that affects the consistency of faith practice is context, including school / class context and policy context(Fang, 1996). For example, factors in the school / class context include the level of administrative support (Kilgore et al., 1990), class leadership and routines, differences in students' abilities and learning styles, books, social and emotional differences between students, teacher-student respect and reality (Fang, 1996). While the political context includes the impact of standardized tests with a high emphasis on teachers' narrow academic content and practices (Au, 2007, 2009; Watanabe, 2007; Yamashita, 2011) in (Wubbena & Guerra, 2017).

Beliefs is a proportion personally held with or without consciousness; this proportion affects the holder's behavior; therefore, beliefs must be understood from what people say, what they aim for, and what they do. According to Salimi and Ansari (2015), teachers' beliefs is the belief that they have as teachers about education, teaching and learning, which means to do their deeds and behavior. In addition, Borg's and Xu's in (Nupus et al., 2021) defined beliefs as a statement that can be held intentionally or unknowingly, an evaluation because it is accepted by the individual as true and is full of emotional commitment; it also serves as a guide for thinking and behaving (Nupus et al., 2021). According to (Nga, 2014), there are five components to investigate the beliefs of EFL teacher. They are;

a. Learner Autonomy

The notion of learners' autonomy is based on the assumption that information is not merely transmitted and gained, but requires the active creation of meaning by individual participants in the learning process, occurs in social contact with others and is co-constructed (Szőcs, 2017).

b. Teacher's Role

Braga in (Nga, 2014) argued that the key to defining the teacher's role is the person who defines the teacher's role because students have different expectations of the teacher's role from the expectations of the administrators or the teacher themselves. In the context of language education, it could be argued that the roles of the teacher depend on the approach of teaching and learning.

(Nga, 2014) stated that there is no doubt that teacher-centred teaching places the teacher as the focus of the process. Therefore, the teacher plays a critical role and has great control in the class. The teacher acts as the knowledge provider. In contrast, the learner-centred approach emphasises on the learner as the focus. This does not mean that teacher's role is lost, but he acts as the facilitator of the learning process.

c. Classroom Environment

Benson in (Saraswati, 2019), there is a shifting of roles between teachers and students and classroom activities. So, learner autonomy in the classroom context involves a change from the teacher-centered learning to the learner-centered learning setting. Benson argued that from teachers point of view, learner autonomy is mainly related to institutional and classroom learning arrangements within definite educational programs. Barrilaro in (Jawad, 2018) stated that what autonomy means for teacher should be defined in the classroom for the learners.

d. The Development of Learner Autonomy

Investigating teachers' beliefs to understand how learner autonomy is being applied in teaching practices was deemed an appropriate research focus, exploring as whether language learners who are passive or active in class depend more on their teachers' expectations than on perceived culturally-based learning styles (Howe, 1993; Mumphreys & Wyatt, 2014) in (Nga, 2014).

e. The Application of Learners' Autonomy.

(Moeller & Catalano, 2015) showed that depending on the size of the class, the subject matter, and the instructor's viewpoints, group learning can take several different forms. Students may be sent to the blackboards in small groups to carry out drills in small classes. Students pose the questions, and other students responses to them. Peer-learning is frequently more efficient than other types of learning environment. Every teacher has different way that he/she thinks it is effective in applying learner autonomy in the classroom. Most of the teachers consider peer-learning or small group discussion to be the most effective way to apply learner autonomy in the classroom.

2. Learner Autonomy

Independent students are also called autonomous learner. Autonomous learner are people who are able to manage their learning to act independently, decide what to study, and are motivated by the learning process. Lengkanawati (2017) made three points in LA: (1) autonomy should be introduced for students; (2) its concept should therefore not be understood as learning without a teacher, instead of students choose how they will learn and what activities they will do; and teachers involve students in deciding what and how to learn in order to improve student autonomy. When teachers promote learner autonomy to their students, it is needed to know whether the students are already to be autonomous or not. This can be used as a signal to the teachers selection of teaching strategies to promote learner autonomy (Rinekso A B and Kurniawan E, 2020).

Smith, Kuchah, & Lamb (2017) argued that learners autonmy are people who can manage their learning to act independently and be motivated in the learning process. He is best known from Holce (1981) in (Aminatun & Oktaviani, 2019) defined that student autonomy as "the ability to take care of learning". In addition, according to Smith, LA is activated when students have the power and right to self-study (R. Smith et al., 2017). Therefore, Benson in (Reinders, 2010) described that student autonomy as the ability to take responsibility, manage, or direct learning. Benson (2011) in (Reinders, 2010) also stated that six different approaches in fostering learner to become an autonomus. There are:

a. *Resources Based Approach*

Learner are independently having interaction with learning materials (Kashefian-Naeeini & Kouhpeyma, 2020). Morrison (2008), in his study, interviewed sixteen students who had participated in his study to respond to the question "What is a self-access center?" The data analysis showed that self-access centers are important in language learning in higher education as they promote language learning together with independent learning. To pave the way for this study, he inspected the self-access centers to find out about the things like learners' profile, the resources and the materials in the centers, the learning environment, and so forth. Morrison stated that learners need to be assessed to be cognizant of their needs. In addition, he pointed out that students need to be trained to gain skills and have strategies in order to be able to use the centers in an effective way. According to the findings

of this study, to have self-access centers run effectively and help foster

autonomous learning, learners had to know how self-access centers work.

b. *Technology Based Approach*

This approach includes some forms such as *Computer Assisted Language Learning (CALL), Computer Mediated Communication (CMC),* and etc. In another study, Arikan and Bakla (2011) in (Kamberi, 2013) investigated the role of blogs in promoting autonomy. The learners in an eight-weeks period developed blog by uploading the materials they read and wrote. In doing the tasks, "they (the participants) made decisions about the layout and the content, what reading texts to select and upload, and what and how to write in addition to respond to the content of blogs written by their peers".

c. *Classroom Based Approach*

The learner autonomy can be fostered best when learners work with their peers and teachers in classroom contexts. This approach emphasises that teachers should negotiate control and responsibility with their learners in the setting of goals, the learning process and determining evaluation and assessments (Nga, 2014). For example, in (S. Smith, 2015) stated that Miller and Ng (1996) studied peer assessment as one way to get students involved in their own learning to develop learner autonomy. The purpose of this study was to turn passive recipients into active participants in a language program. There are some benefits of peer assessment: students may perceive that they can get fairer assessment from peers than with traditional assessment; peer assessment can improve students' understanding and attitudes towards assessment; and/or students may become more self-regulated as the result of participating in peer

assessment activities. The studies showed that peer assessment did lead to positive results in terms of autonomy development

d. *Curriculum Based Approach*

Curriculum Based Approach emphasizes on the idea of learner control over the curriculum as a whole. In other words, the learner participates in the decision-making process and works with the other learners and the teachers to decide what will be done in the language class and how it will be done (Skehan, 1998) . In a study, (Reinders & Balcikanli, 2011) argued that learners should be supplied with explicit instructions to be responsible for all aspects of learning in the classroom. Considering the important role of the textbooks, the researchers investigated how textbooks can foster autonomy and help learners become autonomous learners.

The study made is used as an evaluative framework to evaluate five common textbooks; Face to Face, New Cutting Edge, New Opportunities, The interchange Series, and New Headway. The research found that the language textbooks do not explicitly encourage learner autonomy, because they did not provide many opportunities for learners to select their own learning strategies and provide practical tips around this; however, in terms of some aspects, the study found that some of the textbooks studied in the research provided some opportunities for the learners to monitor their learning process through raising some questions which are viewed as strictly involve monitoring process, but more about memorization. It indicated that even when textbooks do provide some opportunities for learners to foster autonomy, they offer limited opportunity for practice to students. This is an effective approach to foster

autonomy as when learners feel that their choices and decisions are valued. They show more enthusiasm and motivation to participate in the learning process and the curriculum that they, to some extent, created.

e. *Teachers Based Approach*

This approach emphasizes on the role of teachers and teachers professional development for fosterig learner autonomy in their learner. Teacher autonomy plays an important role for learner autonomy because they can help learners to asses their needs, set goals, evaluate themselves and so on in order for learners to do their independent langage learning. Feryok, in her study, studied the role of a Foreign Language (EFL) teacher of Japanese college. The findings of the study showed that the teacher understood autonomy as student accountability for their own learning, and so as to promote learner autonomy, the teacher handed over management of classroom activities to the students. One of the implications of the research was that teacher autonomy was the foundation on which this teacher's cognitions and practices were built. It can be learned from this study that to promote autonomy in language learning, a teacher must have necessary skills with regard to learner autonomy first. Some experts in the field (e.g., Benson 2000, McGrath 2000) believe teacher autonomy and learner autonomy must co-exist so as for learners to develop autonomy. Encouraging students to become autonomous language learner can be one way to help them succeed in English, as LA is based on the idea that when students are involved in decision-making processes about their language skills (Muliyah et al., 2021).

Supporting students to become a learner autonomy has become one of the important themes in the learning and teaching of foreign languages (Borg &

Alshumaimeri, 2019). In the teaching and learning of foreign languages, students are expected to become more independent to determine and decide everything included in the classroom setting.

Borg and Alshumaimeri (2019) defined that currently, autonomy is seen as a prerequisite for success in learning, including language learning. Autonomy is said to be a bench mark for success in teaching. The independence of students in making their own decisions for learning is proof that students can be more active and productive. There are several studies on the surface that learner autonomy from the EFL context is still lack in learning or can be said to have not achieved the goal of forming students into autonomous learners. However, some others also say that the goal of learner autonomy is not only to the independence of students in learning, but also related to how students can be responsible and have the ability to decide things in learning by themselves (Hermagustiana & Anggriyani, 2019). EFL students' are quite capable to follow the development of learning in the aim of becoming autonomous learners.

3. Teachers' Beliefs in Relation to Learner Autonomy

(Nga, 2014) stated that there are 5 components that influence teachers' beliefs to learner autonomy; 1) Learner Autonomy: autonomy is the ability to take charge of one's own learning. That means learner autonomy is an attribute of learner, not the process. This attribute is not innate or in-born but necessarily.

(Nga, 2014) said that some researchers (Benson, Chik, & Lim, 2003; Dang, 2010; Dardjowidjojo, 2001; Ho & Crookall, 1995; Littlewood, 1999) have concerned about the application of learner autonomy in an Asian context since the term learner autonomy is somewhat contradictory to the traditional beliefs of

relational hierarchy in Asia (p.237) where learners respect the teacher as an authority figure who is in charge. 2) Teacher's roles in developing learners' autonomy are as a facilitator, counselor, resource, manager and organizer. Within a lot of potential constraints from the local contexts, the current research argues that the primary role of the teacher is, first, to be aware of their roles in fostering learner autonomy in their context; give the students some controls over the learning process; and finally, scaffold students' development of learner autonomy. 3) Classroom Environment (physical setting), teacher uses group seating, and U-shaped can support cooperative learning that will help the students to develop their autonomy. 4) The Development of Learner Autonomy. Currently, Indonesia used a curriculum to encourages the development of learner autonomy. 5) The Application of Learners' Autonomy. There are many approaches and methods used by teachers to support their trust in learner autonomy.

B. Previous Related Study

In a study, a review of previous research is needed to avoid replication. There have been previous studies of the beliefs on learner autonomy of EFL teachers.

1. Sonia Saraswati conducted research on EFL teachers' beliefs and practices on learner autonomy. The tittle of the research is " EFL Teachers' Beliefs and Practices on Learner Autonomy", Sonia conducted a study on three English teachers at Cibinong High School. In her research, she used questionnaires, interviews, and observation methods to collect data. The study explored about teacher's beliefs regarding learner autonomy, teacher's beliefs about responsibility, teacher's beliefs about the nature of learner autonomy, teacher's beiefs about student's ability to be autonomous teacher's beliefs about

constrainst to fostering learner autonomy, taecher's beliefs about approaches to fostering learner autonomy, teacher's abeliefs about the role of teacher, teacher's actual teaching practices regarding learner autonomy, the language used, autonomy learning activities, and students opportunities to reflect their progress in learning. The researcher found that the teachers were still the center of the learning process. Teachers did not give encouragement to their students to become autonomy learners, moreover there were still some of them who did not understand the concept of learner autonomy. Sonia indicated that teachers used their personal experiences as well as their beliefs to encourage their practice in teaching and as an excuse not to encourage their students to become autonomous learners. The data from this study showed that teachers' beliefs and practices did not support students' autonomy in their context, even if this policy is mandated by the government and its educational institutions (Saraswati, 2019) .

2. In addition, Nguyen's research entitled "Learner Autonomy in Language Learning: Teacher's Beliefs", found that teachers still lack understanding of learner autonomy in their teaching practices. Testing the relationship between teachers' beliefs and teachers' practice for autonomous learners was the first step in this study on Vietnamese higher education. The research identified key underlying reasons for the current situation of learner autonomy in Vietnam in that teachers did not incorporate learner autonomy in their teaching because they perceived a range of barriers to such an inclusion. These obstacles included a lack of understanding of the concept, a lack of time, a small belief that their students can be autonomous in their learning. The research faculty expressed

the general belief that student autonomy is not a major factor for Vietnamese classes. While there were real and perceived barriers that prevent teachers from maintaining autonomy in teaching their pedagogy, there was scope for them to do so with support. Current research has provided a deeper and in-depth study of teachers' views on student autonomy and how it is in line with Vietnamese teaching practices. There is a need to better understand the relationship between what teachers do and what they say. This recent study provides the first step by contributing theoretically, methodologically and pedagogically to a better understanding of pupil autonomy (Nga, 2014).

3. Simon Borg and Yousif Alshumaimeri in their research which has a tittle "Language Learner Autonomy in a Tertiary Context: Teachers" Beliefs and Practices". In this study, the researcher found that the initial interest in understanding teachers' beliefs on learner autonomy raises a number of issues that in themselves raised additional questions and that indicated the cost of conducting a quantitative and qualitative analysis of teachers' beliefs and practices in a broader socio-cultural context, intercultural, professional, and institutional context for teaching and learning. There were also deeper questions about how the ideas of learner autonomy, which were so widely disseminated in the literature (and to which teachers usually subscribe), can be implemented in institutions such as this study - where they played the powerful instrumental power of learning English, and where students might not be used to manage their learning. Simon and Yousif stated that this study might not answer such questions, but it highlights several potential challenges that such institutions

should consider if promoting learner autonomy is one of their goals (Borg & Alshumaimeri, 2019)

4. Jannatul Ma'wa and Suwarsih Madya in their research which has tittle "EFL Teachers' Beliefs in Learner Autonomy: A Study on Non-formal Education Context in Indonesia". In this study, they found teachers' beliefs in LA lean much on the psychological aspect of learners which covers motivation, self-agency, responsibility, and learning strategies. This research also uncovered that teachers were knowledgeable about the notion of L2 LA but less positive in the implementation of LA in their practices. Some factors covering learners who are mostly low motivated ones and institutional factors which are poor in learning resources might be the hindrances of fostering L2 LA in this context(Ma'wa & Madya, 2021).

The differences in those studies were purpose, subject matter, and methodology. Further research focuses on teachers' practices, teachers' perceptions of teaching autonomy, and their role in improving it. The subject of this study was senior high school teachers, while in another research the subject was university students and a university lectrer. The research design implemented in this study was a qualitative study that examined EFL teachers' beliefs on learner autonomy. Based on the classroom researcher's experience, it was likely that English students would follow the teachers' instructions. It was always a problem to achieve a student-centered approach. The conclusion of the data was that this study was differen from previous studies. In this study, the researcher wants to know the beliefs of EFL teachers regarding learner autonomy and the role of the teacher in promoting learner autonomy based on their beliefs.

Table 2.1 *Comparison table of previous related study*

No	Tittle	Authors	Methodology	Subject	Findings
1.	EFL Teachers' Beliefs and Practices on Learner Autonomy	(Saraswati, 2019)	The researcher used questionnaires, interviews, and observation methods to collect data. The study explores about teacher's beliefs regarding learner autonomy, teacher's beliefs about responsibility, teacher's beliefs about the nature of learner autonomy, teacher's beiefs about student's ability to be autonomous teacher's beliefs about constrainst to fostering learner autonomy, taecher's beliefs about approaches to fostering learner autonomy, teacher's abeliefs about the role of teacher, teacher's actual teaching practices regarding learner autonomy, the language used, autonomy learning activities, and	Three English teachers at Cibinong High School	The researcher found that the teacher is still the center of the learning process. Teachers do not give encouragement to their students to become autonomy learners, moreover there are still some of them who do not understand the concept of learner autonomy. Sonia indicated that teachers use their personal experiences as well as their beliefs to encourage their practice in teaching and as an excuse not to encourage their students to become autonomous learners. The data from this study show that teachers' beliefs and practices do not support students' autonomy in their context, even if this policy is mandated by the government and its educational institutions (Saraswati, 2019) .

			students opportunities to reflect their progress in learning.		
2.	Learner Autonomy in Language Learning: Teacher's Beliefs	(Nga, 2014)	This study is a mixed-methods research that used surveys, interviews, and observation to collect the data. The researcher describe and testing the relationship between teachers' beliefs and teachers' practice for autonomous learners is the first step in this study on Vietnamese higher education.	In a study in the ELT Departm ent, Gazi Universit y, a question naire develope d by Camilleri (1997) was administ ered to 112 student teachers. Twenty volunteer student teachers were interview ed in groups to identify their further general attitudes towards learner autonom y.	This study found that teachers generally lacked understanding about learner autonomy and there was an alignment between teachers' beliefs and their actual teaching practices regarding learner autonomy, resulting in little evidence of learner autonomy found in any of the case study classrooms. The findings of this study will provide teachers and policy-makers new insights into learner autonomy against the backdrop of educational reforms in Vietnam.
3.	Language Learner Autonomy in a Tertiary Context: Teachers" Beliefs and Practices	(Borg & Alshumaimer i, 2019)	The researcher used quistionare methods to examined the data.	This study reported by 359 teachers (mainly expatriat e) working on an English Preparato ry Year Program me (PYP) at a	The finding is, in understanding teachers' beliefs about student autonomy has opened up a wide range of emerging issues for further investigation and which demonstrate the value of placing further quantitative and qualitative analysis of teachers' beliefs and practices in the broader socio-cultural,

				university in Saudi Arabia.	intercultural, professional, occupational and institutional contexts for teaching and learning. Deeper questions also arise about the extent to which the idea of student autonomy prevalent in the literature (and which teachers generally follow here) can be implemented in institutions such as the one we have learned here, where the powerful instrumental power for learning English is at play and where students may not be accustomed to taking over their learning.
4.	EFL Teachers' Beliefs in Learner Autonomy: A Study on Non-formal Education Context in Indonesia	(Ma'wa & Madya, 2021)	The study examined EFL Teachers' Beliefs in Learner Autonomyon Non-formal Education Context in Indonesia	The participants were 126 senior high school english teacher of Non-formal Education Context(*Paket C)* in Indonesia	The findings represent that teachers' beliefs in LA lean much on the psychological aspect of learners which covers motivation, self-agency, responsibility, and learning strategies. This research also uncovered that teachers were knowledgeable about the notion of L2 LA but less positive in the implementation of LA in their practices. Some factors covering learners who are mostly low motivated ones and institutional factors which are poor in learning resources might be the hindrances of fostering L2 LA in this context.

5.	The beliefs of EFL teacherson learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta	The researcher	The research design implemented in this study was a qualitative study that examined EFL teachers' beliefs on learner autonomy. The researcher used observations and interviews in collecting the data.	The subject if this study was an EFL teacher in secondary school of SMA Muhammadiyah PK Kottabarat Surakarta	In this study, the researcher want to know the beliefs of EFL teachers regarding learner autonomy and the role of the teacher in promoting learner autonomy based on their beliefs.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Creswell (2012) stated that research is a process of steps used to gather and analyze information in order to better understand a topic or problem. Qualitative research is a study that produces a discovery that cannot be achieved by statistical procedures (Nugrahani, 2014).Miles, Huberman, and Saldana (2016) stated that qualitative research is conducted through intense contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations. This study is a qualitative study which employs a descriptive analysis to explore EFL teachers' beliefs on learner autonomy. Descriptive qualitative is a method of solving problems by describing objects in the present moment based on concrete evidence, then analyzed and interpreted. The form can be interviews, investigations, observations, surveys, and development studies. The researcher described and investigated about EFL teachers' beliefs on learner autonomy and found out how EFL teachers' beliefs in fostering learner autonomy at SMA Muhammadiyah PK Kottabarat.

B. Research Setting

In this study, the researcher used research setting that contain of time and place. The research settings are explained as follows:

1. Place of The Research

This research was conducted at SMA Muhammadiyah PK Kottabarat, and it is located on Jl. Pleret Raya Sumber RT 06 RW 07, Sumber, Banjarsari,

Surakarta, Central Java. The school is located not far from the city center. This school is an advanced stage school of Muhammadiyah PK Kottabarat Junior High School which is also located in the same area. Currently, SMA Muhammadiyah PK Kottabarat Surakarta has also implemented a Merdeka Curriculum according to the recommendations of the Indonesian Ministry of Education, butit is only for a few classes first as a trial and selection stage.

2. Time of The Research

The study was conducted at SMA Muhammadiyah PK Kottabarat,and it is located on Jl. Pleret Raya Sumber RT 06 RW 07, Sumber, Banjarsari, Surakarta, Central Java. Researcher conducted an investigation and observation of two EFL teachers who taught at the 10th and 11th grades of high school of SMA Muhammadiyah PK Kottabarat Surakarta. This research was conducted from February 2022 to November 2022.

Table 3.1 *The schedule planning of research as follows*:

No	Activities	Months/2022									
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1.	Do Pre-Research	✓									
2.	Write Proposal	✓	✓	✓	✓	✓					
3.	Guidance and Consultation	✓	✓	✓	✓	✓					
4.	Proposal Seminar					✓					
5.	Do the Research on Field					✓	✓				

6.	Collect and Analyze the Data					✓	✓	✓			
7.	Finish Writing Chapter IV – V								✓	✓	✓
8.	Consultation and Guidance								✓	✓	✓
9.	Report the Research (Munaqosyah)										✓

C. Research Subject

To select the participants, criterion sampling, one of the purposeful sampling methods was used in this research. In the purposeful sampling, researcher purposefully chose individuals and locations in order to learn and understand the central phenomenon (Creswell, 2012). The research subject in this study were two EFL teachers who taught in grade 10th and 11th with different majors (MIPA and IPS) at SMA Muhammadiyah PK Kottabarat Surakarta. They were Mrs. IZN and Mr. RG

D. Subjects of The Study

Someone who provides for the research objectives is an informant. The information that are given by the informant should be relevant to the research. The informants in this study were two EFL teachers of SMA Muhammadiyah PK Kottabarat Surakarta.

E. **Data and The Source of The Data**

1. Data

In qualitative research, there are three kinds of data, namely interview results (transcripts), observations (checklists or notes), documentation (notes or classifications), and questionare (Flick, 2009).The data used in this study were interviews, observations, and documentation. The data were in the form of transcripts of interviews and in observations, the data were some checklists and notes; and documentation were like videos, photos, and/or field notes.

2. Data Sources

The source of the data for answering the research problem. They were event, informant, and document. In this study, sources of the data were divided into three:

a. Event and Place of Research

Events can be a series of activities that occur during the research process. Everything that happens during the learning process can be said to be an event. Sutopo in Wahono (2018) stated that researchers can obtain more accurate information about what is happening by observing behavior, events, or activities. The events in this study were the kinds of EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat.

b. Informant

Informant have an important role as individuals who have information as a source of research data. In qualitative research, the words and actions of the informant are very important as research data,

so they can use such means as recorded and photographed in the process of data collection (Nugrahani, 2014). The informants/subjects in this study were EFL teachers of SMA Muhammadiyah PK Kottabarat Surakarta.

c. Documents

In this study, the documents were the written data that related and supported the beliefs of EFL teacher on learner autonomy.

F. Techniques of Collecting The Data

Creswell (2012) stated that the techniques of collecting data used in qualitative research involve four basic types. These are observations, interviews, documentations, and audio-visual material. In this study, the researcher used some techniques refering to Creswell to collect the data. The techniques used of collecting data in this study were:

1. Observations

Observation is the process of gathering open, direct information by observing people and places in a research area. As a form of data collection, observation has advantages and disadvantages (Creswell, 2012). Observation is also an activity to observe the occurrence of an activity. In descriptive research, observation has an important contribution as one of the methods for collecting data in the form of information obtained by direct observation (Wahono, 2018). Researcher observed EFL teachers in grades 10th IPA and IPS; and 11th IPA and IPS. Observations were made with the goal to describe the beliefs of EFL teachers' on learner autonomy during the teaching and learning process. To

know how is the beliefs of EFL teachers' can make students to be autonomous. During classroom observations, the researcher observed how teacher and students interacted, how the teacher explained the material, and how the students were able to be more active when learning process occurs.

In collecting data from the observation, the researcher used some steps include:

a. Researcher prepared pen, book, and smartphone (Type: Xiaomi).

b. Researcher joined into English class, then recorded the teaching process. The researcher recorded on how the teacher and students interacted during learning process. The researcher also noted how the material delivered and the students' response to the delivery. In addition, the researcher also recorded when there were some students that could response while learning process occured.

c. The researcher wrote some outlines according to the teachers beliefs on delivering material to learner autonomy and how the students responsed to the delivering material.

d. Researcher make a field notes regarding the results of observations that had been made to facilitate data analysis.

2. Interviews

Interviews in qualitative studies occur when researchers ask one or more participants to be given open-ended questions that are then recorded answers (Creswell, 2012). Interviews are the most appropriate way to ask questions that can't be answered multiple-choice (Wahono, 2018).

In this study, researcher used data collection methods in the form of interviews by asking several questions about EFL teachers'beliefs on learner autonomy by one-on-one interview of asking the questions directly at that time. The interviews were conducted face-to-face to the pasticipants to get the clear answers from the participants. The questions used through this method adapt from (Nga, 2014). Interviews had conducted with Mrs. IZN and Mr. RG about how their self-confidence in the learner autonomy was. There were seventeen interview items in the form of open-ended question which based on five components, such as; learner autonomy, teacher's role, classroom environment, the development of learner autonomy, and the application oflearner autonomy. Beside that, the interview were conducted to get information about teachers beliefs regarding learner autonomy in depth. The results of the interview conducted could be in the form of notes or audio recordings. The researcher then wrote a transcript of the interview according to the answer given by the informants.

G. Trustworthiness of The Data

The use of triangulation data is for avoiding the bias of the study. According to UN Aids (2010), since 1970s Triangulation has been proven to be an effective tool for reviewing and corroborating findings in surveys, assessments, and others. Triangualation have also been accepted in various studies to improve the analysis and interpretation of findings. In qualitative study, triangulation is one of the most commonly used ways to validate the data. Related to this study, the researcher used four kinds of triangulation techniques according to Dazin in the book (UN Aids, 2010), they are:

1. Data Triangulation

    There are many sources used to collect the data according to this technique. That means the data collected would be the same even if it comes from a different source. To improve the validity and reliability of the results, the findings can be corroborated and any weaknesses can be compensated by the strengths of the other data.

2. Method of the Triangulation

    In this technique, different methods are used to collect data. This aims to reduce the presence of deficiencies and biases if it is only using a single method. In this study, the triangulation method was used by comparing data obtained from observations and interviews.

3. Investigator Triangulation

    Investigator triangulation is an important technique for reducing bias in collecting, reporting, and/or analyzing the research data. The results and conclusions in this study could be tested for validity with other studies.

4. Theory Triangulation

    The use of theories and hypotheses in this technique serves to test data as well as the research. It is used for the purpose of how a phenomenon is viewed from a different point of view and thought. Theories and hypotheses used do not have to be similar and compatible because the different of the theories and hypotheses used, and the more likely they are to identify different issues and/or concerns.

    In this study, the researcher used method triangulation. The researcher combined the method of observation and interview in validating the data through

the beliefs of EFL teacher on learner autonomy in SMA Muhammadiyah PK Kottabarat.

H. Techniques Analyzing The Data

According to (Miles et al., 2014), there are three kinds of techniques used to analyzing the data of study. In this study, the researcher used techniques according to Miles and Huberman's theory to lyse the data. There are three step to analyze the data through Miles and Huberman's theories:

1. Data Reduction

In data reduction, (Nugrahani, 2014) stated that researchers conduct the process of selecting, focusing, simplifying, and abstracting all kinds of information that support research data obtained and recorded during the process of extracting data in the field. This reduction process is carried out continuously as long as the research is still ongoing, and its implementation begins from the moment the researcher chose the case to be studied.There are many ways that can be done to change qualitative data through data reduction, such as selection, summary or paraphrasing, through being subsumed in a large pattern, and so on(Miles et al., 2014). In this study, researcher reduced information from data obtained by interview and observation during the research process.

2. Data Display

Data display aims to help displaying research data to make it easier to understand. (Miles et al., 2014) stated that views used in the presentation of data can be graphs, matrices, charts, and networks. It is designed to compile data to be more organized, and it is easier for researchers to draw conclusions.

In this research, the researcher used four numbers of coding to indicate which kind of data sources were finding. For Examples:

I.2/07-10-22/C1/T1

I	**:** Data source
2	**:** Question list order
07-10-22	**:** The time of data collection
C1	**:** The component of EFL Teachers beliefs
T1	**:** Subject

Explanation :

C1	: Learner Autonomy	**T1**	**:** Mr. RG
C2	: Teachers Role	**T2**	**:** Mrs. IZN
C3	: Classroom Environment		
C4	: The development of learner autonomy		
C5	: The application of learner autonomy		

Data source

I	**:** Interview
I.1	: The first interview question
I.2	: The second interview question
O	**:** Observation
D	**:** Documentation
D.1	**:** The first documentation
D.2	**:** the second documentation

3. Drawing and Verifying Conclusion

A qualitative analyst interprets what things mean by highlighting formulas, explanations, causal currents, and suggestions. A competent researcher keeps these conclusions light, with openness and skepticism, but the conclusions still exist, first unclear, then clearer and firmer. Final conclusions may not be available until data collection is complete, depending on the size of the field notes corpus, methods used for coding, storage and retrieval, researcher's sophistication, and any required deadlines that must be met (Miles et al., 2014).

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Findings

The collected data in this part were an interview transcription and observation interpretation. Those interview questions were based on a theory from (Nga, 2014) about teachers' beliefs on learner autonomy. The interviews were conducted to two English teachers at SMA Muhammadiyah PK Kottabarat Surakarta (10th and 11th grades teachers). The interviews were conducted on 07th and 31st October 2022 at SMA Muhammadiyah PK Kottabarat Surakarta by structured interview. This interview is aimed to dig into the data about the components of senior high school EFL teachers' beliefs on learner autonomy at SMA Muhammadiyah PK Kottabarat Surakarta.

In addition, researcher did observations in the classes and made observations notes. The observations were conducted on 1st and 28th October 2022. The point of the observation needed was the guideline from the theory from (Nga, 2014). Researcher notes had been interpreted to be some data display to support the interview data. As presented as follows, transcription of the interviews and data observations had been displayed and supported by the result of observation which was served below.

1. The Components of senior high school EFL teachers' beliefs of learner autonomy

1) Teacher 1 (Mr. RG)

As a teacher 1, Mr. RG was teaching English course at class X and XI MIPA/IPS. He used Merdeka curriculum for class X and 2013 Curriculum

fo class XI MIPA/IPS. In the learning process, the teacher used some components to support his beliefs on learner autnomy that stated below.

1) **Learner Autonomy**

In this part, the researcher asked about the definition of learner autonomy according to Mr. R. G. Researcher asked first question, *"what is the definition of learner autonomy?"*. For this question, interviewee gave some responses as follows:

Table 4.1. *Definition of learner autonomy*

Interview Data Findings	Context
Code: I.1/07-10-22/C1/T1 *"Pelajar mandiri itu yang mempelajari materi sebelum dijelaskan dan memiliki latar belakang pengetahuan yang cukup.."* *"pelajar mandiri juga biasanya disebut student center kan? Dimana dalam aktivitas kelas juga lebih banyak berpusat pada siswa saat pembelajaran"*.	**Learner autonomy defined as a student who already have backgrond knowledge and studied material first before it is explained by the teacher.** **In other word, learner autonomy also means as a student center. Where learning activities are student-centered.**

From the responses of the interview, the teacher showed that his definition on learner autonomy is the students who already have sufficient background knowledge and can be active during English learning.

The second question was, *"How important is learner autonomy in English class, and why?"*. Below was the response of the interviewee:

Table 4.2. *The importance of implementing learner autonomy in*

English class.

Interview Data Findings	Context
Code: I.2/07-10-22/C1/T1 *"Penting sekali untuk menerapkan ini, karena selain untuk meningkatkan skill siswa, pembentukan learner autonomy juga bisa sebagai bentuk motivasi siswa untuk dapat belajar lebih serius".* *"Adanya peralihan kurikulum seperti sekarang ini, juga merupakan tantangan baru bagi guru untuk lebih maksimal lagi dalam membentuk learner autonomy dan agar tidak hanya terfokus pada textbook saja.".*	**The formation of learner autonomy is very important to improve students' English language skills and to motivate students to learn.** **The formation of learners is also a new challenge for teachers not to focus on textbooks.**

Based on the statements above, formating/implementing learner autonomy

in english class is important to raise sudents' skill and motivation to learn.

Table 4.3. *The charateristic of learner autonomy.*

Interview Data Findings	Context
Code: I.3/07-10-22/C1/T1 *"Mereka yang aktif bertanya dan kerap merespon pertanyaan guru, serta aktif bertanya tentang yang sedang dipelajari."* *"Ini mungkin, mereka sudah punya background knowledge dan aktif merespon dalam pembelajaran".*	**The characteristics of a learner autonomy can be seen from how he respond to questions or statements of the teacher during learning, and actively asks for something that is still difficult to understand.** **A student can called an autonomous learner when they have sufficient background knowledge and actively respond as learning progresses.**

From the answer above, we can know that learner autonomy and

autonomous learner are the same thing that student can called an

autonomous learner if they had some characteristic such as having

background knowledge, responsive during learning process, and active to

ask something to the teacher.

Table 4.4. *who can called autonomous learner.*

Interview Data Findings	Context
Code: I.4/07-10-22/C1/T1 *"sebenarnya sebagian siswa disini itu pelajar mandiri mbak,tapi mereka cukup takut untuk speak up dan hanya di materi tertentu saja."*	**The teacher said that most of the students are autonomous learner, but with their own characters/ways.**

From the response of the interview, teacher showed that most of students are autonomous learner, but only at certain times and on their own characters or ways.

Table 4.5. *The way the teachers teach english in english class*

Interview Data Findings	Context
Code: I.5/07-10-22/C1/T1 *"Biasanya saya langsung menanyakan terkait pembelajaran terakhir minggu lalu, lalu review sedikit. Kemudian langsung dilanjutkan ke mteri selanjutnya."* *"Saya akan membuat tujuan pembelajaran materi yang akan dipelajari, kemudian membuat kelompok atau pasangan untuk berdiskus, dan melakukan QnA menggunakan bahasa inggris."*	**Teachers are more motivated by textbooks. Usually more often do learning activities in groups or in pairs.** **The way teachers teach english in english class by set the goals first, then using group/pair works for discussion, and did some questions and answers in english.**

Based on the answer, the way teachers teach was by set the goals first, then used group/pair works for discussion, and did some question and answer in english.

Table 4.6. *Is there any relation between learners' autonomy and language learning?*

Interview Data Findings	Context
Code: I.6/07-10-22/C1/T1 *"tentu ada mba, dalam pembelajaran bahasa itu pasti diharapkan anak itu bisa belajar mandiri dan aktif."*	**Learners autonomy and language learning are correlated. Learner autonomy may lead to increase language lear-ning proficiency.**

From the question, the teacher answered that learners autonomy and language learning are correlated. Learner autonomy may lead to increase language learning proficiency.

Table 4.7. *The differences between autonomous learner and non-autonomous learner*

Interview Data Findings	Context
Code: I.7/07-10-22/C1/T1 *"ya mungkin ini mba, kalau yang autonomous learner atau apa tadi? Pelajar mandiri ya? Nah itu bedanya biasanya yang autonomous learner lebih aktif dan lebih tau tujuannya dalam belajar."*	**Autonomous learners have higher abilities and are more active in classroom learning.**

The response showed that autonomous learner and non-autonomous are different. Autonomous learners have higher abilities and are more active in classroom learning.

Table 4.8. *Why is non-autonomous has lower achievement in academic perfomance.*

Interview Data Findings	Context
Code: I.8/07-10-22/C1/T1 *"karena, kurangnya keaktif-an mereka itu mba. Dan juga perhatian mereka biasanya agak kurang saat pembelajaran berlangsung. Kalau yang udah autonomous itu mereka biasanya tidak hanya bergantung pada guru. Makanya saya sering dapat insight baru dari mereka juga."*	**Non-autonomous learner has lower achievement in academic performance because they are lack of activity and difficulty focusing during learning.**

From the response, the teacher said that non-autonomous learner had lower achievement in academic performance because they were lack of activity and difficulty focusing during learning.

2) Teacher's Role

In teacher's role, researcher asked about *"The role of the teacher in english class"*. The responses are stated below:

Table 4.9. *The role of the teacher in english class*

Interview Data Findings	Context
Code: I.9/07-10-22/C2/T1 *"Guru berperan sebagai motivator, fasilitator, konselor, sumber daya, dan penyelengara, oleh karena itu peran guru di kelas masih 80% an mba "*	**The roles of the teacher are as a facilitator, counselor, resource, manager and organizer, so teachers still play an active role in learning.**

From the statement above, it can be concluded that the role of the teacher in english language learning is very important. Besides being a motivator and facilitator and etc, he also still plays an active role in the learning process.

Table 4.10. *How the teacher encourages the students?*

Interview Data Findings	Context
Code: I.10/07-10-22/C2/T1 *"biasanya dengan melalui tugas berpasangan atau berkelompok mba. Dan mereka itu bisa aktif bertanya kalau menemukan ksakata baru, jadi lenih aktif kalau pembelajarannya gak hanya terpaku di materinya saja."*	**The teacher encourages the students to become more autonomous by providing the conditions and atmosphere for students to learn independently and control their own learning, such as pair and group work, class discussion, and more time for questions and answers rather than formal learning.**

The response showed that the teacher encourages her students to become more autonomous by providing the conditions and atmosphere for students to learn independently and control their own learning, such as pair and group work, class discussion, and more time for questions and answers rather than formal learning.

Table 4.11. *Is teachers' decision affecting students ability and interest in English class?*

Interview Data Findings	Context
Code: I.11/07-10-22/C2/T1 *"Kalau keputusan di dalam kelas biasanya kesepakatan dari guru dan murid, mba. Tapi kalau pengambilan keputusan dalam penilaian itu tergantung saya sendiri."*	**In decision-making, teachers prefer discussions with students rather than setting their own. But if the decision is made by grades, the teacher will take care of it himself.**

From the answer above, in decision-making, teachers prefered discussions with students rather than setting their own. But if the decision was made by grades, the teacher would take care of it himself.

3) Classroom Environment

Table 4.12. *How is the teaher manage their classroom*

Interview Data Findings	Context
Code: I.12/07-10-22/C3/T1 *"Saya kontrak pembela-jarannya umum mba, seperti apa aturan sekolah. Jadi, tidak ada aturan khusus dari saya. Saya juga jarang memberikan PR, makanya jarang ada sanksi buat yang ga mengerjakan."*	**Classes are run casually but seriously. There is no special learning contract with the teacher, and only the rules that have been set in the school.**

From the above statement, it is clear that the teacher did not provide any special or additional rules in his learning. Teacher expected that in the absence of additional rules, andstudents can be more comfortable in learning and not seem rigid. Teachers also do not/rarely give homework, cite the students' relief because they have been studying all day at school.

Table. 4.13. *How should a classroom be suitable for autonomous learners?*

Interview Data Findings	Context
Code: I.13/07-10-22/C3/T1 *"Mungkin ini kali ya mba, karna saya juga belum terlalu paham terkait pelajar mandiri juga, jadi kayaknya autonomous learner itu memerlukan tempat yang kondusif untuk belajar, adanya timbal balik dalam kegiatan berdiskusi, dan juga adanya sarana prasarana yang men-dukung."*	**Ideal autonomous class-rooms are less in population of the class, and it might feature a quiet reading corner, a discussion/ conversation center, a wide table for group projects, multi-media spaces, learning centres, and individual work areas.**

The statements showed that ideal autonomous classrooms were less in population of the class, and it might feature a quiet reading corner, a

discussion/conversation center, a wide table for group projects, multimedia

spaces, learning centres, and individual work areas.

Table 4.14. *How is the classroom setting?*

Interview Data Findings	Context
Code:I.14/07-10-22/C3/T1 *"Saya biasanya masih seprti ini mba, duduk berpasang-pasangan, atau juga dibikin letter U dan melingkar. Kemudian guru menjelaskan berada di tengah siswa."*	**In the classroom, the teacher arranged the structure of the rows of student desks. Teachers used U-shaped table layouts, circles, or sitting in pairs next to each other for regular group discussions.**

The teacher said that in the classroom, the teacher arranged the rows

structure of student desks. Teachers used U-shaped table layouts, circles, or

sitting in pairs next to each other for regular group discussions.

4) **The Development of Learner Autonomy**

In this component, the researcher asked two questions about *"How do the*

teacher developing his student to be an autonomous learner?" and *"How*

do the teachers creates autonomous learners?".

Table 4.15. *How do the teacher developing his student to be an*

autonomous learner?

Interview Data Findings	Context
Code: I.15/07-10-22/C4/T1 *"Latihan langsung seringkali menjadi cara paling efektif untuk melibatkan semua siswa belajar. Memberi tugas-tugas kelompok kecil dan berbasis proyek kepada siswa bila memungkinkan untuk mendorong pembelajaran yang konstruktif dan kolaboratif. Dan juga membuat siswa mengerti bahwa kesalahan adalah bagian normal dari proses pembelajaran. Sehingga siswa terdorong untuk mengambil lebih banyak risiko dan mengeksplorasi kemampuan baru.*	**Hand-on exercises are frequently the most effective way to involve all students learning. Assign small group and project-based tasks to the students whenever possible to encourage constructive and collaborative learning. He also madee the students to understand that mistakes are a normal parts of the learning process. So the student encourages to take more risky actions and explore new abilities.**

The teacher response showed that hand-on exercises are frequently the most effective way to involve all students in learning. He assigned small group and project-based tasks to the students whenever possible to encourage constructive and collaborative learning. He also made the students understand that mistakes are normal parts of the learning process. So, the student encouraged to take more risks and explore new abilities.

Table 4.16. *How do the teachers creates autonomous learners?*

Interview Data Findings	Context
Code: I.16/07-10-22/C4/T1 *"Guru menciptakan jalur pembelajaran di mana siswa menunjukkan apa yang dapat dan perlu mereka lakukan, dan apa yang ingin mereka pelajari. Ini memungkinkan mereka untuk mempri-oritaskan aspek-aspek tertentu dari suatu pelajaran. Saya akan meminta siswa bekerja berpasangan atau kelompok kecil. Ini dapat membantu siswa menjadi lebih terlibat dan mandiri."*	**The teacher creates a learning path in which students show what they can do, what they need to do, and what they want to learn. It enables them to prioritize certain aspects of a lesson. The teacher is going to have the students work in pairs or small groups. It can assist students in being more engaged and self-directed.**

From the statements above, the teacher said that to create learner autonomy, the teacher created a learning path in which students show what they can do, what they need to do, and what they want to learn. It enables them to prioritize certain aspects of a lesson. The teacher wants the students work in pairs or small groups. It can assist students in being more engaged and self-directed.

5) **The Application of Learner Autonomy**

In this part, the researcher asked about the application of learner autonomy.

Table 4.17. *How to applicate learner autonomy?*

Interview Data Findings	Context
Code: I.17/07-10-22/C5/T1 *"Portofolio tugas pener-jemahan dan penerjemahan kelompok,hal itu salah satu yang cukup sering digunakan untuk menarik perhatian siswa. Karena siswa akan aktif bertanya terkait ocab baru yang mereka belum tau, dan bahkan terkadang bisa membandingkannya dengan kata lain yang mirip."*	**Portfolio of group translation and interpreting tasks are as well as associated self/peer evaluation.**

The statements above showed that portfolio of group translation and interpreting tasks were as well as associated self/peer evaluation.

Table 4.18. *What are the difficulties of the application of learner*

autonomy?

Interview Data Findings	Context
Code: I.18/07-10-22/C5/T1 *"kurangnya pengalaman peserta didik sebelumnya dengan pembelajaran otonom, ketergantungan peserta didik pada guru, kontak pelajar yang terbatas dengan bahasa Inggris di luar kelas, fokus peserta didik pada tes kelulusan, ketidakmampuan peserta didik untuk mengeksploitasi sumber daya, dan kemampuan bahasa Inggris peserta didik yang terbatas karena malu gitu-gitu."*	**Learner were lack of prior experience with autonomous learning, learners' reliance on the teacher, limited learner contact with English outside the classroom, learners' focus on passing tests, learners' inability to exploit resources, and learners' limited English proficiency.**

The response showed that learner were lack of prior experience with autonomous learning, learners' reliance on the teacher, limited learner contact with English outside the classroom, learners' focus on passing tests, learners' inability to exploit resources, and learners' limited English proficiency.

Data Observation of Teacher 1 (Mr. RG)

In the observation section, the researcher found some notes and wrote them in the field notes. The results were stated below:

Table 4.19. *Results of observation*

No.	Teacher 1 (Mr. R.G)	Yes	No
1.	Did the teacher motivate the students before starting the lesson?		X
2.	Did the teacher give chances to reflect their learning experiences (put opinions) to the students?	V	
3.	Did the teacher assign class work during the class time?	V	
4.	Did the teacher provide options/choices to the students while assigning works?	V	
5.	Did the teacher use problem-solving technique in the classroom?	V	
6.	Did the teacher assign group and pair work?	V	
7.	Did the teacher ask the students to prepare learning notes themselves?		X
8.	Did the teacher give feedback?	V	
9.	Did the teacher assign homework?		X
10.	Did the teacher suggest the students to use reference and supplementary materials at their home?		X
11.	Were the students participating actively in classroom?	V	
12.	Did the teacher inform the topic and anything that is needed to be prepared for the next meeting?	V	
13.	Did the teacher provide chance for the students to propose questions dealing with a topic?	V	
14.	Did the teacher help the students to evaluate their own learning and progress?	V	
15.	Did the teacher give advice for students who don't accomplish the task/ homework and have lack participation in the class?	V	
16.	Did the teacher assist students to identify their learning difficulties?	V	
17.	Did the teacher assist students with difficulties by offering alternative learning strategies and activities?	V	

From the data above, the researcher found out that when the teacher entering the classroom, he would only say hello, and immediately continued the next material. The teacher did not give motivation before the lesson began. The teacher also didn't control the class first when it was still crowded. The teacher started by reviewing the previous learning material in a few minutes,

then he continued with the new material according to what was available in the textbook. Teacher also gave class work during the learning process. When students had difficulties, teachers tried to apply problem-solving techniques. Class work was run in the form of groups, couples and sometimes independently. The teacher did not tell the students to take notes on something that might be important. The teachers would also always provide feedback. Some students also actively participated during the learning process. Teacher did not suggest other sources for learning, and teacher also rarely provided homework.

b. **Teacher 2 (Mrs. IZN)**

Mrs. IZN as the second teacher was a teacher who teached English course at class XI MIPA/IPS and XII MIPA/IPS. The components used by the teacher 2 to support her belief on learner autonomy was stated below.

1) **Learner Autonomy**

In this part, the researcher asked about the definition of learner autonomy according to Mr. IZN She asked first question, *"what is the definition of learner autonomy?"*. For this question, interviewee gave some responses as follows:

Table 4.20. *Definition of learner autonomy*

Interview Data Findings	Context
Code: I.19/31-10-22/C1/T2 *"sebelumnya, apa ya mba pelajar mandiri itu? Saya agak asing dengan istilahya. Oh ini ya kayak student center gitu ya mba. Kalau menurut saya, ya mungkin itu siswayang aktif dalam pembelajaran kelas."*	**The teachers still did not understand the term learner autonomy and know better about the term student center.**

The response of the interview showed that her definition on learner autonomy is the same like student center. The teacher still did not understand the term learner autonomy and knew better about the term student center.

The second question was, *"How important is learner autonomy in English class, and why?".* Below was the responses of the interviewee:

Table.4.21. *The importance of implementing learner autonomy in English class.*

Interview Data Findings	Context
Code: I.20/31-10-22/C1/T2 *"Penting sekali untuk menerapkan ini, karena untuk meningkatkan skill siswa juga kepercayaan dirinya".* *"Adanya peralihan kurikulum dan hybrid seperti sekarang ini, juga merupakan tantangan baru bagi guru untuk lebih maksimal lagi dalam membentuk membangkitkan semangat belajar siswa lagi".*	**The formation of learner autonomy is very important to improve students' English language skills and to motivate students confidence.** **The transition of curriculum and hybrid as it is today, is also a new challenge for teachers to be even more optimal in shaping the spirit of the student in learning.**

Based on the statements, formating/implementing learner autonomy in english class is important to raise sudents' skill and motivation to learn.

Table.4.22. *The charateristic of learner autonomy and who can called*

autonomous learner.

Interview Data Findings	Context
Code: I.21/31-10-22/C1/T2 *"mereka yang suka respon guru, terus kalau kelompok aktif diskusi gitu."* *"tapi setiap kelas itu punya karakternya masing-masing mba, di tiap materinya. Misalnya kayak di materi report text, gitu di kelas A lebih antusias daripada kelas B, atau bisa sebaliknya. Terus semangatnya mereka itu juga tergantung mba, misal kalo pagi masih fresh itu semangat, tapi kalo udah jam mau pulang gitu udah pada loyo semua".*	**The characteristics of a learner autonomy can be seen from how he/she responds to questions or statements of the teacher during learning, and actively asks for something that is still difficult to understand. Students' enthusiasm in learning is also influenced by time, so as much as possible the teacher must manage the class well so that learning continues conducively.**

From the answer, the researcher can know that the characteristic of learner autonomy is responsive during learning process, and active to ask something to the teacher. In addition, any students' enthusiasm in learning is also influenced by time, so as much as possible the teacher must manage the class well so that learning continues conducively.

Table.4.23. *Who can called autonomous learner?*

Interview Data Findings	Context
Code: I.22/31-10-22/C1/T2 *"semua siswa bisa disebut pelajar mandiri mbak, tapi ada beberapa faktor yang menyebabkan mereka tidak mau mengembangkan hal itu karena mungkin cukup takut untuk speak up dan hanya di materi tertentu saja atau bisa jadi juga mereka masih adaptasi dengan offline class seperti sekarang ini."*	**The teacher said that most of the students are autonomous learner, but with their own character/way.**

The response from the interview, the teacher showed that most of students were autonomous learner, but it was only at certain times and on their own characters or ways.

Table.4.24. *The way the teachers teach english in english class*

Interview Data Findings	Context
Code: I.23/31-10-22/C1/T2 *"Biasanya saya langsung menanyakan terkait pembelajaran terakhir minggu lalu, lalu review sedikit dengan memberikan pertanyaan langsung secara singkat kepda siswa. Kemudian langsung dilanjutkan ke materi selanjutnya."* *"Saya lebih sering membuat kelompok atau pasangan untuk berdiskus, dan melakukan QnA menggunakan bahasa inggris."*	**Teachers are more motivated by textbooks. Teachers usually more often do learning activities in groups or in peers.** **The way teachers to teach english in english class by creating groups or pairs to discuss, and performing QnA using English."**

Based on the answer, The way teachers to teach english in english class was by creating groups or pairs to discuss, and performing question and answer using English.

Table.4.25. *Is there any relation between learners' autonomy and*

language learning?

Interview Data Findings	Context
Code: I.24/31-10-22/C1/T2 *"tentu ada mba, dalam pembelajaran bahasa itu pasti diharapkan anak itu bisa belajar mandiri dan aktif. Apalagi dalam belajar bahasa ya mba, materinya yang disampaikan pasti berulang, jadi sebenarnya belajar bahasa itu bisa dipelajari mandiri dulu, karena hal tersebut juga bisa meningkatkan kemampuan berbahasa siswa di luar pendampingan guru "*	**Learners autonomy and language learning are correlated. Learner autonomy may lead to increase language lear-ning proficiency.**

From the question, the teacher answered that learners autonomy and language learning were correlated. Learners' autonomy might lead to increase language learning proficiency.

Table.4.26. *The differences between autonomous learner and non-autonomous learner*

Interview Data Findings	Context
Code: I.25/31-10-22/C1/T2 *"Gini ya mba, seperti yang saya katakan tadi, kalau sebenernya semua siswa bisa menjadi autonomous learner, hanya saja mereka masih belum bisa mengembangkan hal itu. Kalau untuk yang sudah dan bisa dikatakan autonomous learner mungkin ya mereka yang aktif merespon saat pembelajaran, dan sering bertanya apabila kurang memahami suatu materi. Dulu sebelum pandemi itu masih banyak mba yang bertanya sampai ke kantor di luar jam pelajaran, tapi ya balik lagi kan angkatannnya juga sudah berbeda serta kondisi pandemi kemarin juga bisa menjadi salah satu aktor kurangaktifnya mereka."*	**Autonomous learners have higher abilities and are more active in classroom learning activities.**

The response showed that autonomous learner and non-autonomous were different. Autonomous learners had higher abilities and were more active in classroom learning.

Table.4.27. *Why is non-autonomous has lower achievement in academic perfomance.*

Interview Data Findings	Context
Code: I.26/31-10-22/C1/T2 *"Karena masih adanya ketakutan dan kurang PD mereka itu. Padahal saya juga sudah sering bilang 'salah gapapa, yang penting dicoba dulu'. Dan juga perhatian mereka biasanya agak kurang saat pembelajaran berlangsung. Ini bisa jadi dampak online learning kemarin mba, kurangnya interaksi mereka dengan orang lain."*	**Non-autonomous learners had lower achievement in academic performance because they are lack of activity, lower confidence, and difficulty focusing during learning.**

From the response, the teacher said that non-autonomous learner had lower achievement in academic performance because they were lack of activity, lower confidence, and difficulty focusing during learning.

2) Teacher's Role

In teacher's role, researcher asked about *"The role of the teacher in english class"*. The responses are stated below:

Table 4.28. *The role of the teacher in english class*

Interview Data Findings	Context
Code: I.27/31-10-22/C2/T2 *"Guru berperan sebagai banyak hal sih mba, sampai saat ini mungkin dalam penguasaan kelas saja peran guru masih 80% an mba. ".*	**The roles of the teacher are as a facilitator, counselor, resource, manager and organizer, so teachers still play an active role in learning.**

From the statement above, it can be concluded that the role of the teacher in english language learning was very important. Besides being a motivator and facilitator and etc, she also still played an active role in learning process.

Table.4.29. *How the teacher encourages the students?*

Interview Data Findings	Context
Code: I.28/31-10-22/C2/T2 *"Saya biasanya menggunakan cara berdiskusi dalam kelompok, atau mungkin saya akan melemparkan pertanyaan - pertanyaan langsung kepada mereka."*	**The teacher encourages the students to become more autonomous by using group or peers discussion.**

The response showed that the teacher encouraged her students to become more autonomous by using group or peers discussion.

Table.4.30. *Is teachers' decision affecting students ability and interest in English class?*

Interview Data Findings	Context
Code: I.29/31-10-22/C2/T2 *"Iya mba, sangat berpengaruh. Karena hal tersebut merupakan salah satu faktor untuk menciptakan kelas yang dapat menarik dan memunculkan semangat siswa untuk belajar."*	**Teachers' decision affects students ability and interest in English class because that is one of the factors to create classes that can attract and bring out students' enthusiasm for learning.**

From the answer above, teachers' decision affected students ability and interest in English class because that was one of the factors to create classes that could attract and brought out students' enthusiasm for learning.

3) **Classroom Environment**

In the components of classroom environment, the researcher asked about some questions that were stated below with the responses.

Table 4.31. *How is the teacher manage their classroom*

Interview Data Findings	Context
Code: I.30/31-10-22/C3/T2 *"Saya tidak ada kontrak belajar khusus mba, tapi misalkan ada anak yang tidak mengerjakan atau tidak mengikuti pelajaran dengan baik gitu ya saya kasih sanksi."* *"terus biasanya kalau anak-anak sulit dikondisikan gitu, saya mencoba buat ngasih tugas. Mereka lebih bisa dikondisikan kalau ada group diskusi gitu."*	**There is no special learning contract with the teacher, and it is only the rules that have been set in the school.**

From the statement above, it was clear that the teacher did not provide any special or additional rules in her learning. Teacher also do not/rarely give homework, citing the students' relief because they had been studying all day at school.

Table.4.32. *How should a classroom be suitable for autonomous learners?*

Interview Data Findings	Context
Code: I.31/31-10-22/C3/T2 *"Karena ini anak-anaknya masih di masa hybrid uga kali ya mba, mereka mash sulit untuk mencoba memperlihatkan atau mengungkapkan pendapat mereka atau pemikiran mereka. Adanya timbal balik dalam kegiatan berdiskusi, dan juga adanya sarana prasarana yang men-dukung mungkin juga bisa mendorong siswaa untuk lebih aktifdan semangat dalam belajar."*	**The transition from online learning to offline learning can be one of the factors that makes it difficult for teachers to ask students to be more active in discussing in the classroom.**

Based on the statement above, it showed that ideal autonomous classroom were less in population of the class, and it might feature a quiet reading corner, a discussion/conversation center, a wide table for group projects, multimedia spaces, learning centres, and individual work areas. The teacher also said that the transition from online learning to offline learning could be one of the factors that made it difficult for teacher to invite students to be more active in discussing in the classroom.

Table.4.33. *How is the classroom setting?*

Interview Data Findings	Context
Code: I.32/31-10-22/C3/T2 *"Untuk tempat duduk siswa saya lebih sering melihat mereka duduk berpasangan. Selama offline learning ini, saya belum banyak melakukan pengaturan pembelajaran di dalam kelas. Karena menye-suaikan siswanya yang masih adaptasi juga setelah pembelajaran online se-lama pandemi."*	**In the classroom, teachers have not done much change in the shape of the student table lineup. Students sit in pairs, and the teacher is in front of the class. If there is a student who is seen chatting by herself, the teacher will reprimand by coming.**

The teacher said that, in the classroom, the teacher had not done much change in the shape of the student table lineup. Students sit in pairs, and the teacher was in front of the class. If there was a student who was seen chatting by herself, and the teacher would reprimand by coming.

4) **The Development of Learner Autonomy**

In this component, the researcher asked two questions about *"How do the teacher developing his student to be an autonomous learner?"* and *"How do the teachers creates autonomous learners?"*.

Table.4.34. *How do the teacher developing his student to be an*

autonomous learner?

Interview Data Findings	Context
Code:I.33/31-10-22/C4/T2 *"Biasanya saya kasih tugas-tugas dengan membuat kelompok kecil dan berbasis proyek kepada siswa, untuk mendorong pembelajaran yang konstruktif dan kolaboratif. Dan juga membuat siswa mengerti bahwa kesalahan adalah bagian normal dari proses pembelajaran.*	**The teacher assigns the small group and project-based tasks to the students whenever possible to encourage constructive and collaborative learning. The teacher also makes the students understand that mistakes are normal parts of the learning process. So, the student encourages to take more risky actions and explore new abilities.**

The teacher response showed that she assigned the small group and project-based tasks to the students whenever possible to encourage constructive and collaborative learning. She also made the students understand that mistakes were normal parts of the learning process. So, the student encouraged to take more risky actions and explore new abilities.

Table.4.35. *How do the teachers creates autonomous learners?*

Interview Data Findings	Context
Code: I.34/31-10-22/C4/T2 *"Saya mencoba menmeberikan sosal-soal yang dapatmembuat mereka lebih aktif bertanya, dan membuat proyek untuk diskusi utuk menciptakan keterlibatan interaksi antar sesama."*	**The teacher creates a learning path in which students show what they can do, what they need to do, and what they want to learn. It enables them to prioritize certain aspects of a lesson. The teacher wants the students work in pairs or in small groups. It can assist students in being more engaged and self-directed.**

From the statements above, the teacher said that to create learner autonomy, the teacher created a learning path in which students showed what they could do, what they needed to do, and what they wanted to learn. It enabled them to prioritize certain aspects of a lesson. The teacher created small

group or peers to do some discussion. It could assist the students in being more engaged and self-directed

5) The Application of Learners' Autonomy

In this part, the researcher asked about the application of learner autonomy.

Table.4.36. *How to applicate learner autonomy?*

Interview Data Findings	Context
Code: I.35/31-10-22/C5/T2 *"Ini mba, dengan tugas tugas penerjemahan secara individu dan penerjemahan kelompok, hal itu salah satu yang cukup sering digunakan untuk menarik perhatian siswa dan mendorong siswa untuk lebih berfikir kritis."*	**Portfolio of group translation and interpreting tasks are as well as associated self/peer evaluation.**

The statements above showed that portfolio of group translation and interpreting tasks were as well as associated self/peer evaluation.

Table.4.37. *What are the difficulties of the application of learner autonomy?*

Interview Data Findings	Context
Code: I.36/31-10-22/C5/T2 *"Transisi dari online ke offlineini kali ya mba, juga kurangnya pengalaman siswa terhadap pembelajaran otonom, ketergantungan siswa pada guru, kontak pelajar yang terbatas dengan bahasa Inggris di luar kelas, fokus peserta didik pada tes kelulusan, ketidakmampuan peserta didik untuk mengeksploitasi sumber daya, dan kemampuan bahasa Inggris peserta didik yang terbatas karena malu biasanya mba."*	**Learners were lack of prior experience with autonomous learning, learners' reliance on the teacher, limited learner contact with English outside the classroom, learners' focus on passing tests, learners' inability to exploit resources, and learners' limited English proficiency.**

The response showed that learners were lack of prior experience with autonomous learning, learners' reliance on the teacher, limited learner contact with English outside the classroom, learners' focus on passing tests,

learners' inability to exploit resources, and learners' limited English proficiency.

Data Observation of Teacher 2 (Mr. IZN)

Based on the observation, the researcher found some notes. The reults were stated below.

Table 4.38. *The results of observation*

No.	Teacher 2 (Mr. IZN)	Yes	No
1.	Did the teacher motivate the students before starting the lesson?		X
2.	Did the teacher give chances to reflect their learning experiences (put opinions) to the students?	V	
3.	Did the teacher assign class work during the class time?	V	
4.	Did the teacher provide options/choices to the students while assigning works?	V	
5.	Did the teacher use problem-solving technique in the classroom?	V	
6.	Did the teacher assign group and pair work?	V	
7.	Did the teacher ask the students to prepare learning notes themselves?		X
8.	Did the teacher give feedback?	V	
9.	Did the teacher assign homework?		X
10.	Did the teacher suggest the students to use reference and supplementary materials at their home?	V	
11.	Were the students participating actively in classroom?	V	
12.	Did the teacher inform the topic and anything that is needed to be prepared for the next meeting?	V	
13.	Did the teacher provide chance for the students to propose questions dealing with a topic?	V	
14.	Did the teacher help the students to evaluate their own learning and progress?	V	
15.	Did the teacher give advice for students who don't accomplish the task/ homework and have lack participation in the class?	V	
16.	Did the teacher assist students to identify their learning difficulties?	V	
17.	Did the teacher assist students with difficulties by offering alternative learning strategies and activities?	V	

From the data found above, based on the observations of the writer, it was explained that in classroom learning, teachers still played an active role as learning centers. However, on the one hand, the students who were the target of learning were also quite attentive when the teacher explained. Only a few students were busy by themselves and di not pay attention. The teacher always provided an opportunity for the students to ask about their difficulties during learning. The existence of class work in the form of groups, peers, or independents was also applied by teacher to support student activity. Teacher also suggested other resources to support learning. At the end of the lesson, the teacher would remind students to study the material that will be discussed in the week independently.

Based on the data interviews and observations, the researcher found out that both of the teachers used the same components and they believed that their students could be an autonomous learner. The data were concluded below.

Table.4.39. *The checklist of the components*

The Teacher	The Components				
	1	2	3	4	5
Teacher 1 (Mr. RG)	✓	✓	✓	✓	✓
Teacher 2 (Mrs. IZN)	✓	✓	✓	✓	✓

2. Teachers' approaches in Fostering Learner Autonomy

After the transition of the learning system from online learning to offline learning, teachers are increasingly applying various ways and approaches to

encourage students to be more active and become independent learners. Referring to Benson (2011) in (Nga, 2014) proposes six different approaches to fostering autonomy which include resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches. Based on the interviewed and observed data, the researcher found that the two teachers used some approaches according to Benson in fostering learner autonmy. The approaches used by the two teachers has been displayed below:

a. **Resources-based approach**

The teacher tried to use of supportive materials to make students rely more on themselves first and reduce their dependence on teachers. Mr. RG in the application of learning, for some class, he was still focused on textbooks. He tried to use all of the materials and questions contained in the book, rather than creating his own project outside of the tasks in the textbook.

Mrs. IZN used almost the same ways as Mr. RG did in the use of resources to encourage students to become autonomous learners. Mrs. IZN also used other sources to support mandatory materials or textbooks that had been provided in school.

b. **Technology-based approach**

The teacher sometimes used technology such as laptop of handphone in the learning process to support the students knowledge. Mr. RG also sometimes used LCDs to display an example of the material being studied such as report text, narrative text, and etc. Mrs. IZN did not used this approach because she only focused on the textbook.

c. Learner-based approach

In this regard, Mr. R.G. strived to create a learning that can encourage students to develop their cognitive skills. Mr. RG discussed a story text or narrative to encourage students and use their minds in discovering new words in English that they had never known. This was used by him, so that students can further increase their vocabulary in English.

In this approach, Mrs. IZN often involves students in the discussion of questions or when the students did question and answers for material reviews. She aimed to makethe students able to train themselves to be more confident and active in the learning process.

d. Classroom-based approach

In this approach, Mr. R.G. applied it by creating project- or group-based tasks. Usually, he would determine a topic or question in the textbook to be discussed in pairs or groups. It aimed to train students to be more responsible for their learning through working with peers. Mr. R. G. also sometimes changed the position of the desks in the classroom to U-shaped or circles so that students did not get bored or created a new atmosphere for students.

Teacher used this approach by often creating assignments in the form of projects that were carried out in pairs or groups. Teacher hoped that in its application, this approach could encourage students to be more responsible and actively discussed with their friends. But, this approach had not been applicable in all classes, due to their lack of interest in working in groups.

e. Curriculum-based approach

According to the new curriculum implemented by the government, more or less Mr. R.G. also used this approach in encouraging students to become autonomous learners. The way he used in this approach was to try to involve students in decision-making such as what kind of learning process was being desired, and asked students about learning contracts that needed to be implemented or agreed upon in the classroom.

The application of the learning process emphasize on the students more to be able to try to solve problems. This approach was also used by Mrs. IZN in her learning process. However, she said that it was quite difficult to equate the learning pattern of one class with another.

f. Teacher-based approach

In this approach, Mr. R.G. applied it by deciding some situations or learning processes without any interference or criticism of suggestions from the students. Thus, students had to agree on the learning process that took place according to their responsibilities.

Mrs. IZN said that she was still at the center of learning or it could be said that her role was still 80% compared to the active role of her students in the classroom. This proves that this approach was still an approach that was often applied by Mrs. IZN.

Based on the interviews and observations data, the researcher found that teacher 1 (Mr. RG) used all of the six approaches according to Benson. Indeed, teacher 2 (Mrs. IZN) did not used the technology based approachesin fostering learner autonomy. At the end, the two teachers usually focused on textbooks and rarely

used technology in the learning process. The conclusion of the data were stated below.

Table.4.40. *Table checklist of the approaches.*

No	Teachers	Approach 1	Approach 2	Approach 3	Approach 4	Approach 5	Approach 6
1.	Mr. RG	✓	✓	✓	✓	✓	✓
2.	Mrs. IZN	✓	-	✓	✓	✓	✓

B. Discussion

After the researcher analyzed the result of the data analysis by using thematic analysis technique, the researcher found out the two teachers believe in learner autonomy in English language teaching at SMA Muhammadiyah PK Kottabarat Kota Surakarta. The detail information about teachers' beliefs were described in the following paragraphs below.

The first was teachers' beliefs about learners' autonomy. Learner autonomy means that the students have the ability to manage and take responsibility for their own learning. It is in line with a study conducted by Szocs in (Hermagustiana & Anggriyani, 2020), learners' autonomy is characterized as the ability to guide one's own learning, as well as the need to make decisions about the learning process. It was also relevant to research finding conducted by (Nga, 2014) which described learners' autonomy as the ability to control one's own learning, as well as a students' obligation to learn independently of the instructor. It showed that learner autonomy is the ability for students to organize, control their learning process, and learn independently along with their teacher.

The second was beliefs of teacher's role in developing learner autonomy. It was the function of teacher in developing learner autonomy to their students. The

teacher's roles in developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer. It is supported by research finding conducted by (Zhuang, 2010) which stated that facilitator, counselor, and resource are three positions that a teacher can perform. The latter was designed to assist the learners in creating and carrying out their own learning schedules, evaluating their effectiveness, and acquiring the requisite skills and techniques for autonomous learning. The result of this study was consistent with a study by (Alonazi, 2017) which reported that English teacher's roles in autonomous learning differ depending on the contexts in which they worked. In fact, in such learning, a teacher served as a facilitator, counselor, resource, manager and organizer in addition to imparting information.

Furthermore, the findings revealed that having sufficient knowledge of the definition of learner autonomy and the best strategies that students need to be autonomous learners' aids teachers in providing sufficient instruction to their students to learn independently.

The third was beliefs about classroom environment. Classroom environment in developing learners' autonomy is an important thing. Teachers needed a suitable classroom setting like less population in class which could help the teacher to communicate with each student and could focus to keep an eye on each students, then the teacher could easier to develop learners' autonomy in his/her classroom. Furthermore, teachers used group seating, and U-shaped can support cooperative learning that could help the students to develop their autonomy. The result of this study was consistent with the result of previous related study done by (Yildiz Durak,

2021) explained that the learning environment could be improved if the number of students was lower.

The use of the different seating orders (group seating, U-shaped, and meeting orders) by teachers to promote cooperative learning methods waould assist in the development of speaking skills in classroom. This finding is consistent with findings of (Ramli et al., 2013) which revealed that teachers would be able to concentrate more on each student's success if the number of students in the classroom was reduced. Changes in classroom layout and seating configuration, as well as additional furniture placement, could improve students' outcomes and made teaching and learning easier for both teachers and students.

The fouth was teachers' beliefs about the development of learner autonomy. The teacher believed that all his students could become autonomous learners. It was just that sometimes the spirit that exists in each of them was still quite difficult to develop. However, the implementation of learner autonomy development was more or less influenced by their major. As Mrs. IZN said that the MIPA and IPS classes have different activeness. Mrs. IZN said that the MIPA class tends to actively ask about the material during learning, but in contrast, the social science classes where they are active but do not pay attention to the material being discussed.

The last was teacher's beliefs about the application of learner autonomy. Technology in Indonesia has been growing rapidly. Adequate technology can help develop learner autonomy in learning English. Besides that, teachers need effective way to practice learner autonomy in learning English. Thus, the most effective way to practice learner autonomy in learning English are; hand-on exercise, small group discussion, and project-based tasks to encourage collaborative learning. It was

supported by a research conducted by (Emaliana, 2017) which showed that since students were engaged in class activities, small group discussion and group work could promote learning. As a result, it was critical to use teaching techniques that enable students to work in groups. This finding was also relevant with the findings of (Moeller & Catalano, 2015) which showed that depending on the size of the class, the subject matter, and the instructor's viewpoints, and group learning could take several different forms.

Students might be sent to the blackboards in small groups to carry out drills in small classes. Students posed the questions, and other students responded to them. Peer-learning is frequently more efficient than other types of learning environment. Every teacher has different way that he/she thinks it is effective in applying learner autonomy in the classroom. Most of the teachers consider peer-learning or small group discussion to be the most effective way to apply learner autonomy in the classroom.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this study, the researcher explored what components of senior high school EFL teachers' beliefs on learner autonomy and how do the EFL teachers beliefs fostering learner autonomy. The subjects of this research were two EFL teachers at SMA Muhammadiyah PK Kottbarat Surakarta in academic year 2022/2023. The data were collected by using interview, observation, and documentation. After collecting the data, researcher classified to display and to discuss, and finally could be drawn a conclusion.

The results of this study showed that there were two teachers beliefs in learner autonomy in English language learning at SMA Muhammadiyah PK Kottabarat Kota Surakarta which were presented through several themes, they were: 1) Beliefs about learner autonomy, the teacher stated that learner autonomy was as the ability to understand and accept responsibility for their own learning, 2) Beliefs about teacher's role in developing learner autonomy. The teacher's roles in developing learners' autonomy were as a facilitator, counselor, resource, manager and organizer, 3) Beliefs about classroom environment, and the teachers used group seating, and U-shaped can support cooperative learning that would help the students to develop their autonomy, 4) Beliefs about the development of autonomy, the current curriculum in Indonesia encourage the development of learner autonomy because it encouraged students to be more active and less dependent on their teacher through technology integration, and 5) Beliefs about the application of learners' autonomy, and the teacher stated that the most effective way to practice learner autonomy in Indonesia are; hand-on exercise, small group discussion and project-

based tasks to encourage collaborative learning. Several approaches that were applicated could also support student activity in the learning process. The approaches used by the two teacher were reasource-based approach, learner-based approach, classroom-based approach, curriculum-based approach, and teacher-based approach.

B. Suggestion

Based on the results of the research, researcher proposed some suggestions as follows:

1) For students, it is highly recommended to be more active in the learning process and do not too dependent on their teacher,

2) For the teacher, it is advisable to motivate students to be more independent in learning, and to think more actively, and it is also hoped that teachers will use the student-centered method that made the students more active with group discussion, peer-learning, and so on, and,

3) For the headmaster of SMA Muhammadiyah PK Kottabarat Kota Surakarta, it is recommended to provide language learning facilities such as: language reading corners for reading activities, wide tables for group discussion, and other facilities needed by the teacher to encourage students to become autonomous learner.

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APPENDICES

APPENDIX 1

RESEARCH SUBJECT

Research Subject

1. Code   : R.G.

   Gender   : Male

   Age   : About 30

   Degree   : S1

   Class   : X1, X2, X3, XI MIPA 1, and XI MIPA 2

   Teaching english 3 years.

2. Code   : I.Z.N

   Gender   : Female

   Age   : About 30

   Class   : XI IPS 1, XI IPS 2, XII MIPA 1, XII MIPA 2, XII IPS 1, and XII IPS 2.

Interview Transcript

Subject identify:

1. Name   : RG

   Time   : October 07th 2022

   Duration   : 25 minutes

Interview transcript:

Me   : What is the definition about learner autonomy?

RG   : Pelajar mandiri itu yang mempelajari materi sebelum dijelaskan dan memiliki latar belakang pengetahuan yang cukup. Pelajar mandiri juga biasanya disebut student center kan? Dimana dalam aktivitas kelas juga lebih banyak berpusat pada siswa saat pembelajaran. Sebenarnya saya juga baru mempelajari tentang student center ini mba, ternyata ya cukup *gampang-gampang* sulit dalam penerapannya yaa.

Me   : What is the importance of implementing learner autonomy in English class?

RG   : Penting sekali untuk menerapkan ini, karena selain untuk meningkatkan skill siswa, pembentukan learner autonomy juga bisa sebagai bentuk motivasi siswa untuk dapat belajar lebih serius. Adanya peralihan kurikulum seperti sekarang ini, juga merupakan tantangan baru bagi guru untuk lebih maksimal lagi dalam membentuk learner autonomy dan agar tidak hanya terfokus pada textbook saja.

Me   ; What are the charateristic of learner autonomy?

RG   : Mereka yang aktif bertanya dan kerap merespon pertanyaan guru,

serta aktif bertanya tentang yang sedang dipelajari. Ini mungkin, mereka sudah punya background knowledge dan aktif merespon dalam pembelajaran.

Me : Who can called autonomous learner?

RG : Sebenarnya sebagian siswa disini itu pelajar mandiri mbak,tapi mereka cukup takut untuk speak up dan hanya di materi tertentu saja.

Me : How is the way the teachers teach english in english class?

RG : Biasanya saya langsung menanyakan terkait pembelajaran terakhir minggu lalu, lalu review sedikit. Kemudian langsung dilanjutkan ke mteri selanjutnya. Saya akan membuat tujuan pembelajaran materi yang akan dipelajari, kemudian membuat kelompok atau pasangan untuk berdiskus, dan melakukan QnA menggunakan bahasa inggris.

Me : Is there any relation between learners' autonomy and language learning?

RG : Tentu ada mba, dalam pembelajaran bahasa itu pasti diharapkan anak itu bisa belajar mandiri dan aktif.

Me : What is the differences between autonomous learner and non-autonomous learner?

RG : Ya mungkin ini mba, kalau yang autonomous learner atau apa tadi? Pelajar mandiri ya? Nah itu bedanya biasanya yang autonomous learner lebih aktif dan lebih tau tujuannya dalam belajar.

Me : Why is non-autonomous has lower achievement in academic perfomance?

RG : Karena, kurangnya keaktif-an mereka itu mba. Dan juga perhatian

mereka biasanya agak kurang saat pembelajaran berlangsung. Kalau yang udah autonomous itu mereka biasanya tidak hanya bergantung pada guru. Makanya saya sering dapat insight baru dari mereka juga.

Me   : The role of the teacher in english class

RG   : Guru berperan sebagai motivator, fasilitator, konselor, sumber daya, dan penyelengara, oleh karena itu peran guru di kelas masih 80% an mba.

Me   : How the teacher encourages his students?

RG   : biasanya dengan melalui tugas berpasangan atau berkelompok mba. Dan mereka itu bisa aktif bertanya kalau menemukan ksakata baru, jadi lenih aktif kalau pembelajarannya gak hanya terpaku di materinya saja.

Me   : Is teachers' decision affecting students ability and interest in English class?

RG   : Kalau keputusan di dalam kelas biasanyakesepakatan dari guru dan murid, mba. Tapi kalau pengambilan keputusan dalam penilaian itu tergantung saya sendiri.

Me   : How is the teacher manage their classroom?

RG   : Saya kontrak pembela-jarannya umum mba, seperti apa aturan sekolah. Jadi, tidak ada aturan khusus dari saya. Saya juga jarang memberikan PR, makanya jarang ada sanksi buat yang ga mengerjakan.

Me   : How should a classroom be suitable for autonomous learners?

RG   : Mungkin ini kali ya mba, karna saya juga belum terlalu paham terkait pelajar mandiri juga, jadi kayaknya autonomous learner itu memerlukan tempat yang kondusif untuk belajar, adanya timbal balik dalam

kegiatan berdiskusi, dan juga adanya sarana prasarana yang men-dukung.

Me : How is the classroom setting?

RG : Saya biasanya masih seprti ini mba, duduk berpasang-pasangan, atau juga dibikin letter U dan melingkar. Kemudian guru menjelaskan berada di tengah siswa.

Me : How do the teacher developing his student to be an autonomous learner?

RG : Latihan langsung seringkali menjadi cara paling efektif untuk melibatkan semua siswa belajar. Memberi tugas-tugas kelompok kecil dan berbasis proyek kepada siswa bila memungkinkan untuk mendorong pembelajaran yang konstruktif dan kolaboratif. Dan juga membuat siswa mengerti bahwa kesalahan adalah bagian normal dari proses pembelajaran. Sehingga siswa terdorong untuk mengambil lebih banyak risiko dan mengeksplorasi kemampuan baru.

Me : How do the teachers creates autonomous learners?

RG : Guru menciptakan jalur pembelajaran di mana siswa menunjukkan apa yang dapat dan perlu mereka lakukan, dan apa yang ingin mereka pelajari. Ini memungkinkan mereka untuk mempri-oritaskan aspek-aspek tertentu dari suatu pelajaran. Saya akan meminta siswa bekerja berpasangan atau kelompok kecil. Ini dapat membantu siswa menjadi lebih terlibat dan mandiri.

Me : How to applicate learner autonomy?

RG : Portofolio tugas pener-jemahan dan penerjemahan kelompok,hal itu salah satu yang cukup sering digunakan untuk menarik perhatian siswa.

Karena siswa akan aktif bertanya terkait ocab baru yang mereka belum tau, dan bahkan terkadang bisa membandingkannya dengan kata lain yang mirip.

Me : What are the difficulties of the application of learner autonomy?

RG : Kurangnya pengalaman peserta didik sebelumnya dengan pembelajaran otonom, ketergantungan peserta didik pada guru, kontak pelajar yang terbatas dengan bahasa Inggris di luar kelas, fokus peserta didik pada tes kelulusan, ketidakmampuan peserta didik untuk mengeksploitasi sumber daya, dan kemampuan bahasa Inggris peserta didik yang terbatas karena malu gitu-gitu.

2. Name : IZN

   Time : October 31st 2022

   Duration : 25 minutes

Interview transcript:

Me : What is the definition of learner autonomy?

IZN : Sebelumnya, apa ya mba pelajar mandiri itu? Saya agak asing dengan istilahya. Oh ini ya kayak student center gitu ya mba. Kalau menurut saya, ya mungkin itu siswayang aktif dalam pembelajaran kelas.

Me : The importance of implementing learner autonomy in English class

IZN : Penting sekali untuk menerapkan ini, karena untuk meningkatkan skill siswa juga kepercayaan dirinya. Adanya peralihan kurikulum dan hybrid seperti sekarang ini, juga merupakan tantangan baru bagi guru untuk lebih maksimal lagi dalam membentuk membangkitkan semangat belajar siswa lagi.

Me : The charateristic of learner autonomy and who can called autonomous learner.

IZN : Mereka yang suka respon guru, terus kalau kelompok aktif diskusi gitu. Tapi setiap kelas itu punya karakternya masing-masing mba, di tiap materinya. Misalnya kayak di materi report text, gitu di kelas A lebih antusias daripada kelas B, atau bisa sebaliknya. Terus semangatnya mereka itu juga tergantung mba, misal kalo pagi masih fresh itu semangat, tapi kalo udah jam mau pulang gitu udah pada *loyo* semua.

Me : Who can called autonomous learner?

IZN : Semua siswa bisa disebut pelajar mandiri mbak, tapi ada beberapa faktor yang menyebabkan mereka tidak mau mengembangkan hal itu karena mungkin cukup takut untuk speak up dan hanya di materi tertentu saja atau bisa jadi juga mereka masih adaptasi dengan offline class seperti sekarang ini.

Me : The way the teachers teach english in english class

IZN : Biasanya saya langsung menanyakan terkait pembelajaran terakhir minggu lalu, lalu review sedikit dengan memberikan pertanyaan langsung secara singkat kepda siswa. Kemudian langsung dilanjutkan ke materi selanjutnya.Saya lebih sering membuat kelompok atau pasangan untuk berdiskus, dan melakukan QnA menggunakan bahasa inggris.

Me : Is there any relation between learners' autonomy and language learning?

IZN : Tentu ada mba, dalam pembelajaran bahasa itu pasti diharapkan anak itu bisa belajar mandiri dan aktif. Apalagi dalam belajar bahasa ya

mba, materinya yang disampaikan pasti berulang, jadi sebenarnya belajar bahasa itu bisa dipelajari mandiri dulu, karena hal tersebut juga bisa meningkatkan kemampuan berbahasa siswa di luar pendampingan guru.

Me : The differences between autonomous learner and non-autonomous learner

IZN : Gini ya mba, seperti yang saya katakan tadi, kalau sebenernya semua siswa bisa menjadi autonomous learner, hanya saja mereka masih belum bisa mengembangkan hal itu. Kalau untuk yang sudah dan bisa dikatakan autonomous learner mungkin ya mereka yang aktif merespon saat pembelajaran, dan sering bertanya apabila kurang memahami suatu materi. Dulu sebelum pandemi itu masih banyak mba yang bertanya sampai ke kantor di luar jam pelajaran, tapi ya balik lagi kan angkatannnya juga sudah berbeda serta kondisi pandemi kemarin juga bisa menjadi salah satu aktor kurangaktifnya mereka.

Me : Why is non-autonomous has lower achievement in academic perfomance?

IZN : Karena masih adanya ketakutan dan kurang PD mereka itu. Padahal saya juga sudah sering bilang 'salah gapapa, yang penting dicoba dulu'. Dan juga perhatian mereka biasanya agak kurang saat pembelajaran berlangsung. Ini bisa jadi dampak online learning kemarin mba, kurangnya interaksi mereka dengan orang lain.

Me : The role of the teacher in english class

IZN : Guru berperan sebagai banyak hal sih mba, sampai saat ini mungkin dalam penguasaan kelas saja peran guru masih 80% an mba.

Me   : How the teacher encourages his students?

IZN   : Saya biasanya menggunakan cara berdiskusi dalam kelompok, atau mungkin saya akan melemparkan pertanyaan langsung kepada mereka.

Me   : Is teachers' decision affecting students ability and interest in English class?

IZN   : Iya mba, sangat berpengaruh. Karena hal tersebut merupakan salah satu faktor untuk menciptakan kelas yang dapat menarik dan memunculkan semangat siswa untuk belajar.

Me   : How is the teacher manage their classroom?

IZN   : Saya tidak ada kontrak belajar khusus mba, tapi misalkan ada anak yang tidak mengerjakan atau tidak mengikuti pelajaran dengan baik gitu ya saya kasih sanksi. Terus biasanya kalau anak-anak sulit dikondisikan gitu, saya mencoba buat ngasih tugas. Mereka lebih bisa dikondisikan kalau ada group diskusi gitu.

Me   : How should a classroom be suitable for autonomous learners?

IZN   : Karena ini anak-anaknya masih di masa hybrid uga kali ya mba, mereka mash sulit untuk mencoba memperlihatkan atau mengungkapkan pendapat mereka atau pemikiran mereka. Adanya timbal balik dalam kegiatan berdiskusi, dan juga adanya sarana prasarana yang men-dukung mungkin juga bisa mendorong siswaa untuk lebih aktifdan semangat dalam belajar.

Me   : How is the classroom setting?

IZN   : Untuk tempat duduk siswa saya lebih sering melihat mereka duduk berpasangan. Selama offline learning ini, saya belum banyak melakukan

pengaturan pembelajaran di dalam kelas. Karena menye-suaikan siswanya yang masih adaptasi juga setelah pembelajaran online se-lama pandemi.

Me : How do the teacher developing his student to be an autonomous learner?

IZN : Biasanya saya kasih tugas-tugas dengan membuat kelompok kecil dan berbasis proyek kepada siswa, untuk mendorong pembelajaran yang konstruktif dan kolaboratif. Dan juga membuat siswa mengerti bahwa kesalahan adalah bagian normal dari proses pembelajaran.

Me : How do the teachers creates autonomous learners?

IZN : Saya mencoba menmeberikan sosal-soal yang dapatmembuat mereka lebih aktif bertanya, dan membuat proyek untuk diskusi utuk menciptakan keterlibatan interaksi antar sesama.

Me : How to applicate learner autonomy?

IZN : Ini mba, dengan tugas penerjemahan secara individu dan penerjemahan kelompok, tugas tersebut cukup sering digunakan untuk menarik perhatian siswa dan mendorong siswa untuk lebih berfikir kritis.

Me : What are the difficulties of the application of learner autonomy?

IZN : Transisi dari online ke offlineini kali ya mba, juga kurangnya pengalaman siswa terhadap pembelajaran otonom, ketergantungan siswa pada guru, kontak pelajar yang terbatas dengan bahasa Inggris di luar kelas, fokus peserta didik pada tes kelulusan, ketidakmampuan peserta didik untuk mengeksploitasi sumber daya, dan kemampuan bahasa Inggris peserta didik yang terbatas karena malu gitu-gitu.

APPENDIX 3

Observation Result

OBSERVATION DAY 1

Thursday, October 07th , 2022 SMA Muhammadiyah PK Kottabarat Kota Surakarta.

Teacher   : Mr. RG

Class   : XI MIPA 1

Materials   : Recount Text

Duration   : 60 Minutes

Results:

  In this observation, the researcher became a nonparticipant and the teacher become the object who was observed. The learning process opened with greetings by teacher then followed with checking student attendance. The teacher reviewed the materials which has been discussed last week. After that, the teacher asked the student about the materials before to made sure about student understanding. After that, the teacher began new material according to the textbooks. After that, the teacher asked the students to read materials first. The teacher asked the student to answer the questions, then the student could actively asked about the difficulty when answering and understanding the material. In that situation, the researcher found that some of student actively asked about the meaning of vocabularies or the meaning of the questions. If there are some students who are busy on their own and

were not paying attention, the teacher tried to approach and remind them to stay focused on following the learning. After the task work is completed, and the class time is over, the teacher no longer assigns homework. However, if it is not completed, the teacher will ask to continue working next week. At the end of the lesson, the teacher will only close directly with a greeting.

In this observation, researchers found: (1) The teacher did not provide motivation before the lesson started, (2) the teacher would only remind once when knowing students who were not paying attention or were busy playing alone, (3) the teacher provided an opportunity for students to actively ask questions related to the learning material, (4) the teacher also tried to be a friend but was serious in learning in order to facilitate student interaction with the teacher.

OBSERVATION DAY 1

Thursday, October 31st , 2022 SMA Muhammadiyah PK Kottabarat Kota Surakarta.

Teacher   : Mrs. IZN

Class   : XI IPS

Materials   : Report Text

Duration   : 60 Minutes

Results:

      In this observation, the researcher became a nonparticipant and the teacher become the object who was observed. The learning process opened with greetings by teacher then followed with checking student attendance. The teacher asked about the materials which has been discussed last week to made sure about student understanding. After that, the teacher began new material according to the textbooks by trying to spark the student with a few questions before being explained in more detail by the teacher. This is done to find out whether the student already has a background of knowledge or may have been studied before. The teacher asked the student to answer the questions, then the student could actively asked about the difficulty when answering and understanding the material. In that situation, the researcher found that only two to five students actively asked and answered. Many other students are actually busy on their own and do not pay attention to learning. Sometimes the teacher reminds only occasionally, and still continues to deliver the learning material. When working on a question or something that is not yet

understood, the teacher provides an opportunity for students to ask the teacher. Teachers also suggest to students other resources that can be used as support books or learning aids. It is also useful so that students can also get other views, not just in one book. After the task work is completed, and the class time is over, the teacher no longer assigns homework. At the end of the lesson, the teacher will only close directly with a greeting.

In this observation, researchers found: (1) The teacher did provide motivation before the lesson started, (2) the teacher would sometimes remind the student when knowing students who were not paying attention or were busy playing alone, (3) the teacher provided an opportunity for students to actively ask questions related to the learning material, (4) the teacher also tried to asked student to find the answer for difficulty on another sources..

APPENDIX 4

The Photographs

1. Interview with Mr.RG at guest room SMA Muhammadiyah PK Kottabarat Kota Surakarta (7th October 2022)

2. Interview with Mrs. IZN at guest room SMA Muhammadiyah PK Kottabarat Kota Surakarta (31st October 2022)

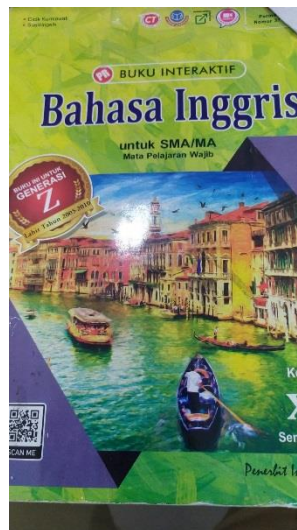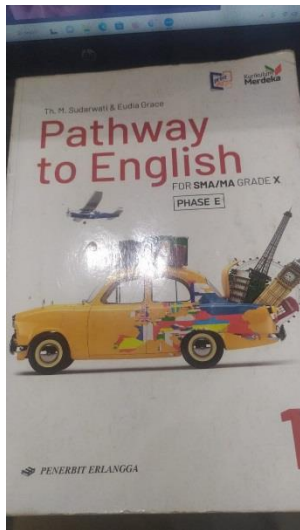3. Observation moment at class XII MIPA on 1st October 2022

4. Observation moment at class XI MIPA 2 on 28th October 2022

5. Observation moment at class XI IPS 1 on 28th October 2022

6. Textbook used by the teachers

PROOFREAD LETTER

After checking thegrammar by the expert, it is stated that the thesis of:

Name : Woro Yulia Rahmawati

NIM : 183221318

Faculty : Cultures and Languages Faculty

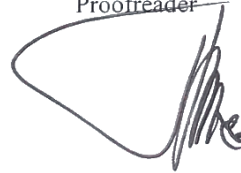Study Program : English Language Education

Thesis Title : EFL TEACHERS' BELIEFS ON LEARNER AUTONOMY AT SMA MUHAMMADIYAH PK KOTTABARAT KOTA SURAKARTA IN ACADEMIC YEAR 2022/2023

Declared to have checked the grammar in the final study assignment (Thesis) on Tuesday, 6 December 2022. And has been declared to have passed the standards for the Final exam or Munaqosyah.

Thus the statement conveyed, hopefully it can be used as it should.

Sukoharjo, 6 December 2022

Proofreader

Dwi Cahyono, M. Pd.