

## Article

---



<https://doi.org/10.52696/SYDA5502>

Reprints and permission:  
The Malaysian English Language Teaching Association

✉ Smriti Singh [smritisinghiitp@gmail.com](mailto:smritisinghiitp@gmail.com)  
<https://orcid.org/0000-0002-1829-5906>

### **Fostering Learner Autonomy in English as Foreign Language Classroom: Indonesian Context**

**Andri Maulana**

Department of Humanities and Social Sciences,  
Indian Institute of Technology Patna,  
Bihar, India.

**Smriti Singh**

Professor at the Department of Humanities and Social Sciences,  
Indian Institute of Technology Patna,  
Bihar, India.

#### **ABSTRACT**

The study explores current independent learning and how it has evolved in Indonesian English teaching practice. Considering students' versatility in choosing their method of study, autonomous learning may prove to be a promising technique in the practice of teaching English. Learners' motivational tendencies were influenced by a variety of factors, including extrinsic and intrinsic factors. A mixed method was employed in this study. A five-Likert scale questionnaire was distributed to obtain the perspectives of university students and English lecturers in Indonesia concerning the matter of learner autonomy. A group interview with English teachers elicited the perspective on learner autonomy. The result illustrated that most students believed that independent learning would help them become more autonomous, responsible, and aware of what they need to study English. Their motivation to learn English, whether internally or externally, was also increased by autonomous learning. English teachers in Indonesia were positive about fostering independent learners in the EFL classroom, and they believed autonomous learning benefited students making them more confident, active, critical, self-aware, and supportive of the teaching and learning process. Teachers were crucial in directing, monitoring, evaluating, and providing feedback. Several problems must be overcome from actual teaching practices, such as students' and instructor readiness, variation in students' knowledge backgrounds, cultural backgrounds, and various student personalities.

**KEYWORDS:** Learner Autonomy, EFL, Learning Motivation, English Language Teaching

## INTRODUCTION

Transforming the teaching style from conventional learning to being more independent is challenging. Nowadays, with the development of technology, finding learning materials is more accessible. This reason can be a breakthrough to encourage learners to be more independent. It is critical to transform the learning strategy from teacher-centred to learner-centred (Sercu, 2002) Melvina et al., 2021a & Susanti et al., 2023). In other words, students should be more engaged and self-directed in their learning. Learner autonomy is a concept where the learners know what they require, how they acquire knowledge, and what to study. The emphasis on students' involvement in their learning is a new educational trend called learner autonomy (Xhaferi & Xhaferi, 2011). These ideas have become popular recently, but this concept is still being explored in Indonesia. According to Darsih (2018), in the past decade, independent learning has become a movement for researchers; apart from that, the case has remained relatively limited in Indonesia. Additionally, fostering learner autonomy prepares independent learners who can identify their needs and potential to manage how they learn and what to learn. It plays a significant part in boosting students' sense of independence, which will benefit them daily. If a pupil requires assistance today, they will eventually become autonomous (Darsih, 2018).

Regarding acquiring language proficiency, learner autonomy may have an enormous impact on improving students' ability in language use. They have more time to practice and find learning references outside the classroom. In a particular topic, learner autonomy may impact English teaching in Indonesia. English is mandatory for students for all grades, even more for higher education levels. According to Lengkanawati (2017), Indonesian students are required to learn English from secondary school to the tertiary level. A secondary school graduate should be proficient in English at the intermediate level. Furthermore, there is an expectation that students with high English proficiency are capable of enriching their knowledge and insight from various sources. Not only exploring study references from the Indonesian language but also learning materials from various countries that are written in English. English is a necessary language for communication in today's globalised world. This idea is also accurate for Indonesian people if we do not want to be left behind in scientific and technological advancement (Suharmanto, 2003). In this case, English deserves more attention in Indonesia's education due to its significance for Indonesia in the future, considering Indonesia placed 15 out of 23 Asian nations in the English Proficiency Index (EPI) 2019 (Melvina & Julia, 2021). Besides, developing a culture in Indonesia's education to be more self-supporting for students is also essential. The purpose is to prepare an individual with an ability to see their potential to develop. Therefore, learner autonomy and EFL classrooms should get attention since these two aspects seem to be a new approach but potentially beneficial for education in Indonesia. These are expected results for a positive impact on Indonesia's English language teaching specifically and Indonesia's Education in general. However, moving from something that has existed for an extended period to something new will take many concerns and challenges. The objective of the study is to discuss the implementation of promoting self-directed learning English language teaching in Indonesia.

## LITERATURE REVIEW

### Learner Autonomy

Autonomous learning is the decision-making capability to direct one's learning regarding learning objectives, defining the course of study and progress, choosing instructional strategies, keeping track of the learning process, and assessing what has been learned (Lengkanawati, 2017). Meanwhile, Teimourtash & Yazdanimoghaddam (2018) define learners' autonomy as their ability to collaborate independently and in collaboration. Khulaifiyah et al. (2021) describe a long-term advantage of being an independent learner as learner autonomy encourages lifelong learning, which is essential in today's environment when information exchange is quicker and more widespread than ever. Additionally, lifelong learning facilitates ongoing self-improvement and assists in keeping up with the constant change in the workplace. Melvina et al. (2021b) open learner autonomy is critical for preparing students to be autonomous and control their learning. Additionally, Dickinson (1995) defines autonomy as a learning orientation by taking responsibility for one's own learning.

In the context of language learning, Little (2003) points out that the term "learner autonomy" encompasses multiple types of self-control practises that, with time and repetition, fully ingrain themselves into the knowledge and skills that make up the learning object. As a result, for students to gain autonomy in language classes, the target language must be utilised simultaneously as a medium for interaction in the classroom, a form of lessons, and as an instrument for reflection. Meanwhile, Scharle and Szabo (2000), as cited in Xhaferi & Xhaferi (2011), emphasise that it is necessary to determine levels of learners' understanding and behaviours, as well as their degrees of enthusiasm, learning strategies, and learning types. They contend that developing independent learning involves three stages: increasing student awareness, altering attitudes, and switching roles. Liu (2015) states that autonomy allows students to have experience with self-determination rather than being dominated. Ceylan (2021) adds that learners' importance on activities, their self-efficacy beliefs, and the objectives they create during their learning processes may all motivate them. These ideas align with Hossain & Mustapha's (2021) statement that students' abilities and motivation levels are positively associated; autonomous learners outperform non-autonomous learners in learning. Hence, Learners who use self-directed strategies acquire English rapidly.

### Learner Autonomy in Indonesia's English Teaching

A great transformation in teaching English in Indonesia is required, specifically in promoting learning autonomy for EFL learners. Several elements in English teaching in Indonesia need to be gradually improved from the teaching and learning process and other supporting aspects outside the classroom. The curriculum design, teaching materials, and cultural background significantly impact the promotion of learner autonomy in Indonesia. This statement aligns with Fidyati's (2017) thought that language learners of Indonesian may not be familiar with autonomy. This notion emerges since the teaching process rarely emphasises or promotes the potential for independent learners in Indonesia. The community's socio-cultural beliefs, literature, and educational framework often impose restrictions on teachers who wish to encourage independent study in English language schools. In other words, support from various elements is crucial to build a culture of independent English learners in Indonesia (Ghufron & Nurdianingsih, 2019). Additionally, Indonesian students are silent, and most of the class time is spent translating texts or vocabulary and transcribing notes off the board (Exley, 2001). Moreover, Fidyati (2017) adds that English teaching in Indonesian schools has been teacher- and book-centred in the past. For

instance, students note down and learn the formulas for the tenses and grammatical rules that the teacher writes. According to Darsih (2018), most of those taking interviews discovered that first graders, in particular, are not fully autonomous or independent, considering their secondary school is dependent on teachers and accustomed to the spoon-feeding concept. Daflizar et al. (2022) state in the context of English teaching in Indonesia, the opportunities to utilise English are limited once they leave the school since they are completely immersed in their first language surroundings. This situation describes how the students are unaware of what becomes their duty as language learners. Because the process of studying EFL in such a situation is insufficiently suited to learners' actual necessities, more communication-oriented and learner-centred learning practices are required. Additionally, students will be given a chance to exercise greater control over their learning.

Due to the numerous challenges discussed earlier, implementing autonomous learning in Indonesia is difficult. However, an optimistic action is possibly taken to make it happen. Fidyawaty (2017) indicates that since Indonesian EFL practitioners must overcome several pedagogical practises and sociological as well as cultural constraints, assessing their readiness before planning autonomy is essential. Obstacles are frequently connected to particular attitudes, beliefs, and behaviours that learners and educators may possess and their openness and willingness to alter these attitudes and behaviours. Also, teachers' role in promoting autonomous learning is crucial. Teachers are considered the front line to push the barrier away. The results of Darsih's (2018) study have two significant implications: first, a learner-centred approach to teaching places a strong emphasis on the learner, and second, lecturers' efforts are crucial for maximising students' learning. Therefore, it may be claimed that autonomous learning does not imply independent learning on the part of the students only. Learners can develop autonomy with their teachers' support and their peers' collaboration (Melvina et al., 2021b).

In a further discussion about the teachers' role in autonomous learning, Dung (2020) argues that students could compromise their feeling of obligation, ability to think critically, and inventiveness for their learning if teachers are too dominant. So, students only rely on their teacher to get fed and have less self-support. Myartawan et al., (2013) also state regarding teachers' responsibility, the notion is to promote their students' positive attitudes about having greater responsibility or autonomy in their learning; teachers should also be able to grow their students' intentions and self-confidence to perform autonomous learning, as suggested by the idea of learner autonomy. Moreover, Larsen-Freeman & Anderson (2011) explain that the teacher's role is quite important in English language instruction; it is incredibly beneficial to help students by sharing their experience as past language learners. Xhaferi & Xhaferi (2011) state that any language teacher's ultimate goal should be to educate their students for lifelong learning, and this is only possible if they develop into independent learners. Thus, the application of independent learning relies significantly on teachers.

Moreover, the Indonesian government recently adopted a curriculum that strongly emphasises the students or learners as the primary object of learning as part of ASEAN priority through the Education and Culture Ministry of Indonesia (Ministry of Education, Culture, Research, and Technology, 2022). In this case, the learner autonomy and government program will support each other. Darsih (2018) concludes that learner autonomy is essential to fostering effective learning,

according to Indonesia's most current curriculum, which places the student as the main subject. However, autonomous learning in secondary education may take time and evaluation to be a perfect program, but university students show at least a positive result. Based on Melivina et al. (2021) research, their results demonstrate numerous presumptions that allow EFL students at Indonesian universities to function as independent learners in our study. Because they are mature learners, university students are aware of the value of independent learning for lifelong learning. This study illustrates that promoting learner autonomy to university students generates a positive impact. Agustina & Fajar (2018) also explain how technology has a crucial role; they state that by using technology, individuals can access different resources on the Internet and learn from any location. They are able to work on construction projects with peers they have made throughout the globe. Even so, they notice that the development of digital technology may not affect educational practices at the classroom level without teachers and students becoming ready and able to use more technology in language teaching and learning activities. Muharom et al., (2022) describe recent phenomena out of English classes people enriching their English skills derived from passive (listening, reading, and watching) to active (interaction in social media). Additionally, Schools and teachers have been working to modernise the educational system for many years, offering students a variety of learning environments that are strengthened through modern technology (Pardo & Alcantud-Diaz, 2022). Therefore, language educators and researchers are exploring how learners utilise technology independently to enhance their language skills, highlighting the correlation between independent learning and technology usage in language learning (Yu, 2023).

### Students' Motivation

Another critical aspect of fostering learner autonomy is students' motivation. According to Armstrong (2009), a motive is a cause for doing anything. Motivation topics are the strength, direction, and circumstances that lead people to act in particular ways. Additionally, he asserts that the aim of motivating others is to persuade them to move in the way you want them to achieve a result. Setting your own goals and following through with a plan of action to get there are both essential components of self-motivation. Goal-directed behaviour can be used to characterise motivation. The term "autonomy" in the scope of lessons in English as a foreign language implies the learner's enthusiastic mindset and capacity to be in charge of and actively involved in every element of the process of acquiring language throughout a student-centred, teacher-facilitated, collaborative context. (Dung, 2020). Hu & Zhang (2017) define the motivation of acquiring knowledge and learning proportion as the two cornerstones of autonomous learning. More specifically, Armstrong (2009) asserts that internal and external incentives are two different types of motivations. The internal forces that shape people's behaviour can give rise to intrinsic motivation. External incentives do not create it. When people believe that their work is significant, engaging, and challenging and offers them an appropriate quantity of freedom (freedom to act), possibilities to succeed and grow, and space to apply to improve their talents and abilities, it might take the shape of incentive by the work itself. In comparison, Extrinsic motivation is when something is done to or for someone else in order to encourage them. Such things as incentives, higher compensation, praise, or promotions, as well as disciplinary procedures, payment conceals, or criticism as penalties. So, in order to be an autonomous learner, motivation is essential.

From the literature reviewed above, we find various kinds of gaps regarding learner autonomy in the context of Indonesian EFL classes. There is a lack of thorough research that takes into account

both points of view because previous studies such as Agustina & Fajar (2018), Daflizar et al., (2022), Darsih (2018), Khulaifiyah et al. (2021), Lengkanawati (2017), (Melvina & Julia, 2021), Melvina et al., (2021a), Melvina et al. (2021b), Muharom et al., (2022), and Susanti et al., (2023) have frequently concentrated on the perspectives of either teachers or students on learner autonomy in English as foreign language classrooms. Furthermore, there is a distinct lack of research discussing the real-world challenges that arise when trying to implement learner autonomy in the classroom. This gap must be bridged to connect theoretical viewpoints with the practical difficulties experienced by educators. Also, finding out students' motivation toward autonomous learning in English classrooms in the Indonesian context is an important aspect of the learning process. Therefore, the study explored the link between students' and teachers' perspectives on learner autonomy and students' motivation based on practical teaching and challenges when integrating learner autonomy in the classroom.

## **METHODOLOGY**

This study used a mixed methods approach to comprehend the research issue. A structured five-point Likert scale survey was employed to collect quantitative data, allowing participants to express their thoughts and beliefs quantitatively. Statistics on responses from participants were obtained from this quantitative data. Moreover, in-depth focus group interviews were used to collect qualitative data, which allowed for open discussions and provided valuable insights into respondents' experiences, feelings, and viewpoints. Integrating quantitative and qualitative methodologies provided a more comprehensive and specific understanding of the research issue, which also improved the research findings' resilience.

### *Participants*

The respondents consist of forty-five university-level students from several universities in Indonesia. The researcher selected eight universities for the study, namely Universitas Muhammadiyah Kota Bumi, Institute Agama Islam Negeri Metro, Universitas Lampung, Universitas Teknokrat Indonesia, Universitas Muhammadiyah Malang, Universitas Muhammadiyah Purwokerto, Universitas Pendidikan Indonesia, and STKIP PGRI Bandar Lampung. The universities are located in the province of Lampung, Central Java, West Java, and East Java. They are in six cities, North Lampung, Bandar Lampung, Metro, Purwokerto, Bandung, and Malang. Out of eight universities selected, they are 3 state universities and 5 private universities. Out of 45 respondents are males, represented by 39 students (86.58%) of females and 6 students (13.42%), with a background English education and literature. Additionally, the students are from first, third, fifth, and seventh, and some of them are ninth-semester students. There are 17 students (37.74%) from the first semester, 15 students (33.4%) from the third semester, 9 students (19.98%) from the fifth semester, 2 students (4.44%) from the seventh semester, and 2 other students (4.44%) from the ninth semester.

Moreover, the respondents also consisted of sixteen English university teachers from six Indonesian universities, Muhammadiyah Kota Bumi, STKIP PGRI Bandar Lampung, STIAB Jinarakkhita Lampung, Informatics and Business Institute Darmajaya, Universitas Trunojoyo Madura, Universitas Borneo Tarakan. Among the teachers, 12 teachers (75%) are female and 4 teachers (25%) are male. The teachers' experiences in teaching English to university students are varied. Teachers' experience in teaching English is categorised into different periods: 4 years, 5 to

9 years, 10 to 14 years, 15 to 19 years, 20 to 24, and the last is teachers with more than 25 years of teaching experience. The result shows that the respondents include 5 teachers (31.25%) with 4 years of teaching experience, 4 teachers (25%) have 5 to 9 teaching experience, also 31.25% of respondents or 5 teachers have 10 to 14 experience, and 2 teachers or 12.5% in total respondents who have 15 to 19 years teaching experience.

For a focused group interview, four English lecturers from Universitas Muhammadiyah Kotabumi, STKIP PGRI Bandar Lampung, and STIAB Jinarakkhita Lampung participated in a focused group interview. Each participant brought with them a wide range of teaching experience spanning from two to ten years, and a variety of viewpoints influenced by their substantial time in the teaching profession.

### Research Instrument

A Likert scale-based survey was distributed to assess the students' and Teachers' perspectives on learner autonomy. The survey comprising Strongly Disagree to Agree options with the scoring system was *Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, and Strongly Agree: 5*. The questionnaire was developed by Borg & Al-busaidi (2012) and went through several revisions before settling on a final version that had 37 Likert-scale items. These items had been evaluated using Cronbach's alpha, and as noted by Bryman & Cramer (2005), the alpha level of 0.8 suggests a good level of conceptual relatedness among the items. The *Google Form* platform was used to distribute the questionnaire to the responders. The questionnaire had 15 statements for English teachers and 25 for university students. For students, the questionnaire aimed to find out their perspective on how independent learning in the English classroom is effectively implemented and encourage their motivation to learn English. On the other hand, for English teachers, the questionnaire was designed to explore teachers' perspectives on learner autonomy in English teaching and its implementation in the EFL classroom.

Focused group interview was another method utilised in this study for collecting data. This conversation took place virtually using the *Zoom meeting* software. The viewpoint on learner autonomy from the practitioner perspective was gathered through a focused group discussion with English lecturers. The discussion focused on several topics, including the potential for implementing learner autonomy in Indonesian EFL classes, the difficulties that may arise, the role of teachers, the benefits, and the effects of learner autonomy on university students.

The data collection was conducted from 31 October to 3 November 2022, or an odd semester according to the Indonesian academic calendar. The quantitative data in this study was carefully analysed using SPSS software 27.0.1 version. Furthermore, any negative statements in the questionnaire was reverse-scaled throughout the analysis to guarantee accuracy. The mean value and standard deviation was generated to assess the central tendency and response dispersion.

## **FINDINGS**

### Result of Student's Perspective on Learner Autonomy

To measure this, a questionnaire of seventeen statements related to learning English through learner autonomy was circulated among students. The results are illustrated by Mean score and Standard Deviation in each question.

*Table 1. The result of questionnaire on the view of learner autonomy among students.*

Descriptive Statistics			
Statements	N	Mean	Std. Deviation
1. Autonomy means that learners can make choices about how they learn.	45	3.7556	0.57031
2. Autonomy can develop most effectively through learning outside the classroom.	45	3.4222	0.75344
3. Learner autonomy cannot develop without the help of the teacher.	45	3.4444	0.98985
4. Teachers involve learners in decisions about what to learn.	45	3.7556	0.67942
5. Learner autonomy is when learners have some choice in the kinds of activities they do.	45	3.5111	0.78689
6. Learner autonomy is activities which give learners opportunities to learn from each other.	45	3.9333	0.80904
7. Learner autonomy is activities that encourage learners to work together.	45	3.7111	0.75745
8. Learner autonomy is regular opportunities for learners to complete tasks alone.	45	3.1333	0.84208
9. Learner autonomy is when learners can choose their own learning materials.	45	3.7333	0.83666
10. Learner autonomy is when learners can do their tasks when and wherever they want.	45	3.0889	1.08339
11. Individuals who lack autonomy are not likely to be effective language learners.	45	3.0000	0.79772
12. Learner autonomy can be achieved by learners of all cultural backgrounds.	45	3.7333	0.71985
13. Learner autonomy is a concept which is not suited to non-Western learners.	45	2.8222	0.71633
14. Out-of-class tasks which require learners to use the Internet is learner autonomy.	45	3.5333	0.75679
15. Learner autonomy is only possible with adult learners.	45	3.1333	1.09959
16. Learner autonomy is when learners are free to decide how their learning will be assessed.	45	3.4444	0.81340
17. To become autonomous, learners need to develop the ability to evaluate their own learning.	45	3.9333	0.71985
Valid N (listwise)	45	3.4758	

Table 1 displays the survey data on respondents' opinions of learner autonomy in English language classrooms. The survey explores several areas related to learner autonomy, including the ability to choose what to study, the value of learning outside of the classroom, the responsibilities that teachers perform, and the participation of students in decision-making. The study also examines student autonomy in group projects, individual assignments, and class activities. It also looks at students' flexibility in selecting their course materials and finishing their homework, the effectiveness of personal autonomy, and the ways in which cultural backgrounds affect these relationships.

The idea of promoting learner autonomy based on socio-cultural, technological, and psychological variables is also included in the study. It challenges the myth that autonomy is solely beneficial for Western students and strongly emphasises using the Internet to complete homework outside of class. The study emphasises the development of independence among students taking English



classes from a psychological standpoint. It highlights how learner autonomy is demonstrated by students' choice of how their academic achievement is assessed and their participation in self-evaluation activities. This thorough investigation clarifies the complex aspects of student autonomy in ESL instruction. Conclusively, the average mean score of 3.4758 demonstrates significant support and agreement with the statements offered, reflecting the students' overwhelmingly positive responses to the questions. It is clear from this that the respondents have similar ideas on student autonomy in English classrooms. Furthermore, the responses are tightly grouped around the mean value, as seen by the standard deviation values' near to 0 in each statement.

### *Result of Students' Motivations Through Learner Autonomy*

Table 2 describes the result of the questionnaire related to how autonomous learning affects students' motivation to learn English. In this case, learner autonomy is placed as a stimulant to elevate students' motivation in learning English. Motivations in this topic are based on Armstrong's (2009) theory of internal and external motivation. The questionnaire consists of eight statements related to internal and external motivation in learning English through learner autonomy.

**Table 2. The result of questionnaires on the student's perception of their internal and external motivation in learning English through Learner Autonomy.**

Descriptive Statistics Statements	N	Mean	Std. Deviation
18. Getting freedom in learning really challenges me so I can learn new things.	45	3.9556	0.76739
19. Learner autonomy makes my learning activities more efficient.	45	3.6444	0.71209
20. Learner autonomy is a missing piece of my learning style that I cannot get in my class.	45	3.2889	0.75745
21. Learner autonomy makes my learning goals more realistic to be achieved.	45	3.6222	0.68387
22. When I have the opportunity in a course, I choose course assignments that I can learn from, even if they don't guarantee a good grade.	45	3.0222	0.86573
23. I prefer course material that arouses my curiosity, even if it is difficult to learn.	45	3.7556	0.80214
24. The most satisfying thing for me right now is improving my Grade Point Average (GPA); autonomous learning is beneficial to this.	45	3.8444	0.67270
25. Learner autonomy helps me to get better job opportunities in future.	45	3.6889	0.66818
Valid N (listwise)	45	3.6027	

Table 2 presents the respondents' viewpoints about self-directed learning in two categories: scenarios with internal and external motivations. These answers are associated with their desire to expand their knowledge, enhance their effectiveness in the classroom, match their preferred learning style, establish realistic learning objectives, and fulfil their curiosity. In addition, the examination considered external factors, including job opportunities and grade point average. In this point, as the average mean score of 3.6027 indicates, the students agree that internal and external variables work as catalysts for their progress towards increased independence in their English language acquisition. This mean score demonstrates the students' agreement and shows how they all recognise these driving variables' significant influence on learning. Furthermore, each statement's low standard deviation score indicates that responses are closely clustered around the mean value.

*Result of English University Teachers' Perspective on Learner Autonomy in EFL Classrooms in Indonesia.*

The questionnaire that was circulated to the English teachers consisted of 15 statements referring to learner autonomy and its implementation in the EFL classroom.

**Table 3. The result of questionnaires on the English teachers' perception of the concept of independent learning in English classes in Indonesia.**

Descriptive Statistics			
Statements	N	Mean	Std. Deviation
26. It is possible to implement Learner autonomy in EFL classrooms in Indonesia	16	3.8750	0.95743
27. Language learners of all ages can be autonomous learners.	16	3.1250	1.02470
28. Learner autonomy can be achieved by learners of all cultural backgrounds.	16	3.4375	0.89209
29. Learner autonomy is a concept which is not suited to non-Western learners.	16	2.6250	0.88506
30. Involving learners in decisions about what to learn promotes learner autonomy.	16	3.8125	0.40311
31. Learner autonomy is promoted when learners can choose their own learning materials.	16	3.6250	0.80623
32. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.	16	4.0000	0.51640
33. Learner-centred classrooms provide ideal conditions for developing learner autonomy.	16	4.0000	0.63246
34. The teacher has an important role to play in supporting learner autonomy.	16	4.2500	0.77460
35. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.	16	3.8750	0.80623
36. Learner autonomy has a positive effect on success as a language learner.	16	3.8750	0.71880
37. Learner autonomy encourages students to be more active and enthusiastic in the classroom	16	4.0625	0.92871
38. Learner autonomy improves students' confidence in the EFL classroom.	16	4.0000	0.73030
39. Learner autonomy improves students' performance in examinations.	16	3.6250	0.71880
40. Learner autonomy helps students find their own strength in studying English as a Foreign Language	16	4.2500	0.68313
Valid N (listwise)	16	3.7625	

In Table 3, responses to the fifteen learner autonomy-related statements in the questionnaire are presented. The possibility for autonomy based on age, cultural background, non-Western learners' perspectives, and their involvement in class decision-making processes is only a selection of the subjects covered by these claims. Along with these topics, the questionnaire explores learner autonomy in EFL classrooms in Indonesia, learner-centred classroom design, the roles of teachers, and the influence of learner motivation—whether good or negative—on autonomy. The statements also concentrate on how learner autonomy affects students' confidence, excitement, and activity levels as well as how well they do on exams and recognise their areas of strength in English language learning. In summary, educators have a good consensus, as indicated by the mean value of 3.7625 for teacher opinions of autonomy in English as a foreign language classes. Additionally, the low standard deviation numbers for each question, which are nearly zero, tend to be closest to the mean, also known as the expected value, when the standard deviation is low.

*Result of Focus Group Interview on English University Lecturer's opinion of implementing Learner Autonomy and its challenge in the EFL classroom in Indonesia.*

A focused group interview was held online and recorded via *Zoom*. Four participants joined the forum to share their thoughts and opinions on implementing autonomous learning in Indonesian EFL students. There are four points of topic discussion that can be a further discussion of the teachers' questionnaire results. Those topics were the possibility of implementing student freedom in language classrooms in Indonesia, the difficulty, instructors' roles, and benefits, as well as the impact of learner autonomy in EFL classes in Indonesia at the university student level.

Discussing the implementation of English independent learners in Indonesian classrooms in Indonesia, several challenges may be faced, but in some points, it could be beneficial. From a particular point of view of English language teaching, autonomous learning is highly applicable in acquiring the language. This point derives from the following statement:

*“Learner autonomy can be done in our EFL classroom since the English language is a skill; it is about knowledge. The main purpose of learning a language is acquiring the language itself. Therefore, language skills can be acquired by practice for sure. So it will be better to give students the opportunity to freely choose their learning material.”*

Lecturer 4

On the other hand, in the context of EFL classrooms in Indonesia, teachers and students also need to be considered in implementing autonomous learning. The readiness of those two crucial teaching elements will determine the approach's success. The statement below describes how the idea comes:

*“Autonomous learning should be there at the university level, but in fact, some teachers and students in Indonesia are not ready for autonomous learning,”* Lecturer 2

Moreover, inequality in the context of students' background knowledge can be an issue of learner autonomy's implementation. The differences between well-developed cities and rural areas in Indonesia are apparent. Most of the higher education or universities are in big cities. People from various places have to leave their homes to get higher education. Also, most of the top elementary and secondary schools are in modern cities. Therefore, most students' quality in rural areas and well-developed cities will be slightly different. These included internet access, access to computers and other gadgets, electricity, or even teaching material. The following statement is the primary reference of the idea:

*“One thing that we have to consider is the background knowledge of the students. Between the students from the city and students from the rural area, they are still different. I do not say that it is impossible to apply learner autonomy, but in fact, now it is kind of hard because they come from different levels. In conclusion, I can say that autonomous learning should be there, but it depends on the background of the students,”* Lecturer 3.

After discussing the possibility and the challenges in implementing learner autonomy, considering teachers' role in this approach is interesting. Being an independent learner encourages students to be more self-supporting, but it does not mean teachers are forgotten. Due to the fact that students are the focus of the educational process, the involvement of the teacher in student autonomy will differ from most teacher-centred approaches. In learner autonomy, the teachers are responsible for

facilitating the students to achieve their goals. Continuously observing, assessing, and documenting students' progress is another crucial responsibility of the educator throughout the process of instruction and learning. This statement aligns with the previous idea of the teachers' roles. :

*“The ideal duty of the teacher in autonomous learning is as a facilitator and advisor. It doesn't mean that the teacher's role is not important. It is really important because teachers have to analyse from the beginning what is the relevant material for the students, the goal of the study, and so many things to be considered. So teachers should prepare everything well in the beginning as well as give feedback.”* Lecture 1

The last topic discussed is about the advantages and impacts on the student's performance in examinations. In discussing the benefits of implementing learner autonomy, several positive points can improve students' capability in the context of learning. Students are more exploring themselves, more aware and more responsible. This idea aligns with the lecturers' statement:

*“Here, the students have the freedom to find their learning goal, freedom to achieve the goal and evaluate themselves. Through learner autonomy, the students will have the capability to know themselves, so they know this and that to be improved. So this is good to have autonomous learning because students will have a responsibility to learn for their life”* Lecturer 4

Another advantage students can get from learner autonomy is being up-to-date with technology, especially in learning English. Being independent learners encourages both teachers and learners to be more aware and maximise the technology in finding the teaching material and learning resources. A lecture explains how learner autonomy affects the students' and teachers' ability in technology use.

*“Learner autonomy makes both the teacher and the students more encouraged to be aware of technology in education. Technology is very helpful to us. It is now so easy to find sources. When we learn autonomously, we are consciously aware of what we learn”* Lecturer 3

The impact on students' performance in examinations is also categorised as an advantage in implementing autonomous learning. According to some lecturers, the students' performance were improved during the examination or even more. There is an improvement, even though it is not massive, but progress can be a positive sign of improvement. Students' critical thinking also plays a crucial role in students' performance. The statement can illustrate the students' improvement:

*“Yes, sure, it will positively impact the students' evaluation results. I have an experience in my writing class. If we give them the freedom to choose the topic that they want to write, they can write better. I can't say it is excellent, but I can say it's better than when I ask them to write something with the topic that I gave them.”* Lecturer 4

In conclusion, based on English lecturers' opinions regarding learner autonomy in Indonesia, the EFL classroom is applicable to several considerations. English lecturers have a crucial role in

guiding, monitoring, and evaluating the students in achieving the learning objective. Autonomous learning also builds students' responsibility toward their own learning, critical thinking, and self-support. Lastly, learner autonomy positively impacts the learner in improving their performance in examinations or even more.

## DISCUSSION

### *Student's and Teachers' Perspective on Learner Autonomy in EFL Classrooms analysed from Practical point of view.*

The survey that is being provided here explores this dynamic environment by concentrating on four primary areas of inquiry: learners' autonomy in choosing their own learning activities, their freedom to select learning resources of their own, teachers' role in facilitating self-directed learning, and aspects of social dynamics, culture, and psychology that influence the growth of learners' autonomy in EFL classrooms. This multifaceted study aims to figure out the complex relationship of variables impacting students' self-directed language learning.

In the context of learning activities, both teachers and students' points of view indicated their identical perspectives on learner autonomy in English classroom in Indonesia's context. From students' perspectives, statements number 1, 2, 5, 7, 8, 10, and 14 concern about students' freedom in selecting their learning activities, the flexibility of time and place, group and individual activity, as well as internet utilisation is in line with the teachers' response. Meanwhile statement number 33 stated that Learner-centred classrooms provide ideal conditions for developing learner autonomy. Teachers also support that students should be involved in deciding the learning activities during the teaching and learning process. Similarly, in selecting teaching material, material resources, and how the assessment will be implemented, teachers and students showed similar points of view. Through statements 6, 9, 16, and 17, which discuss the freedom to select what to learn and from whom they learn, students showed positive feedback that those statements fostered learner autonomy in learning English. Statements 30, 31, and 32, teachers also support those statements, they tend to agree that involving students in deciding on learning materials promotes autonomous learning.

However, when considering the practical perspective, implementing autonomous learning in EFL classrooms in the Indonesian context requires several considerations. Based on the practical evaluation of Lecturer 2 in the focused group interview, the readiness from two sides' teachers and students needs more attention. As it stated, "In fact, some teachers and students in Indonesia are not ready for autonomous learning." This can be an important consideration since the flexibility in determining learning activities and learning materials is given to the students. In this case, teachers should be ready to do their role, and students are also encouraged to be aware of their responsibility as independent learners. The commitment from students and teachers to do their own responsibilities is crucial in this case. On the other hand, students' involvement in deciding on learning activities and materials is expected to reduce their lack of opportunity to practice their English since English is only used in the classroom (Daflizar et al., 2022). Students may have their own style of learning English and will not only rely on teachers, as in fact Fidyati (2017) states that teacher-centred or book-centred and spoon-feeding concepts still dominate Indonesia's English teaching and learning process. Learner autonomy opens a wider chance for students to determine their learning ways. So that students' learning process will not rely on teachers or

textbooks only. This notion also receives positive evidence from a practical teaching perspective. Lecturer 4 statement, based on the teaching experience, mentioned that “The main purpose of learning a language is acquiring the language itself. Therefore, language skills can be acquired by practice for sure. So it will be better to give students the opportunity to freely choose their learning material.”

Independence learning means the flexibility in finding various resources to learn something. In this case, technology has an essential part to support ideas. The Internet has become a crucial tool, considering more online learning sources are more accessible nowadays. Teachers and students believe the Internet is crucial to support autonomous learning, especially in English teaching. Based on teachers' experiences, autonomous learning encourages teachers and students to be more aware of technology in education (Lecturer 3 statement in focus group interview). These notions align with several points of view from previous studies stating that technology plays a significant role in allowing people to access various online resources and learn from anywhere (Agustina & Fajar, 2018). Moreover, recent developments in English lessons have led to people improving their language proficiency from passive (listening, reading, and watching) to active (interacting on social media) (Muharom et al. 2022). Therefore, fostering autonomous learning in EFL classrooms in Indonesia is a promising movement to enhance students' independence, activeness, and more practice-oriented rather than theoretical-oriented in learning English. Besides, independent learners are encouraged to be more aware of technology as it has a crucial impact on autonomous learners' especially English language learners.

The teachers' role in implementing autonomous learners in this study is crucial. According to students' and teachers' points of view, teachers hold a crucial function in fostering autonomous learning. Statements 3 and 4 are for students, and statement 34 is for teachers. The questionnaire explored an awareness regarding teachers' role in autonomous learning. As described by lecturer 1 in the group interview, English classrooms' actual situation illustrated that autonomous learning required a facilitator and advisor to set the learning objectives based on students level, guide students, monitor, and provide a proper assessment or evaluation. Those are several ideal duties of the instructor that can be a major concern since autonomous learning does not mean learning without guidance. Therefore, based on teachers' and students' perspectives as well as practical points of view, the teacher's role can be an essential aspect that requires attention in implementing autonomous learning in English as a foreign language classroom in Indonesia.

Several aspects that significantly impact independent learners also need special attention. The psychological and socio-cultural backgrounds of learners become crucial issues since Indonesia has multicultural backgrounds. Several topics such as diverse cultural backgrounds, non-western learners, and ages of learners, are vital to be discussed. Those topics were represented in questionnaire number 11, 12, 13, and 15 for students' perspectives, and 26,27, 28, 29, 35, 36, 37, 38, 39, and 40 for teachers' perspectives. For the teachers' questionnaire, the statements also highlighted students' confidence in the classroom, activeness, motivation, impact on examination, and tendency to be successful learners. Based on the responses, teachers and students agree that implementing autonomous learning in diverse cultural background classrooms is possible. However, practically, the challenge to apply autonomous learning in multicultural learners' backgrounds has emerged. As mentioned by Lecturer 3, apart from a multicultural background,

inequality of economic and social level may raise another issue in the Indonesian context. The statement “between the students from the city and students from the rural area, they are still different. I do not say that it is impossible to apply learner autonomy, but in fact, now it is kind of hard because they come from different levels.” Again, the teachers’ role is required since their function as facilitators and advisors are expected to find the proper guidance and supervision in implementing autonomous learning in Indonesia. Designing teaching materials and learning activities based on students’ level is important.

Examination of the psychological aspects shows crucial points selected to the students' learning process. Some aspects of autonomous learning affect students' confidence, enthusiasm, activeness, and motivation. Positive feedback from students and teachers since they tend to agree with those ideas. Practically, in the actual teaching and learning activities in the class, this concept had been approved as lecturer 4 stated that “in the writing class, students could write more effectively if we allowed them to select what topic they wished to write about.” Although teachers cannot claim it was perfect, they said it was better than asking them to write on a topic that the teachers provided. Additionally, autonomous learning allows them to think creatively since there is less limitation in choosing topic learning and activities, particularly for writing and speaking skills.

#### Students’ Motivations

For students, autonomous learning offers a demanding but rewarding opportunity. The survey results showed how frequently students agreed with ideas, suggesting that independent learning significantly affects motivation. Few ideas were offered to explore internal motivation related to independent learning. Those are narrated that autonomous learning makes students learning activities more effective and allows them to discover new things. Also, students turn in assignments that priorities learning ahead of grades, increasing the probability that their objectives will be achieved. Furthermore, they are attracted to challenging course materials that stimulate their curiosity because they understand that authentic interest fosters meaningful learning experiences. Teachers’ thought on these notions was represented by lecture 4: “Students will be able to know themselves through learner autonomy, so they will know how to get better. Therefore, having autonomous learning is beneficial since it will give students a responsibility to learn for the rest of their lives.” The inner desires such as curiosity, a drive to learn new things, and the ability to be more self-sufficient, are also explained by Dickinson (1995). His idea related to cognitive motivation has a similar point. He states that Learner autonomy is defined by several fundamental concepts: learner freedom, learner accountability, and learner choice. Other ideas, such as decision-making, critical reflection, and detachment, are included or implied by these and are all significant in cognitive motivation. He adds that the definitions of cognitive motivation concern, among other things, what learners are willing to learn about the issue and how much work they are eager to put in to learn it.

Moreover, the questionnaire explored students’ external motivation through learner autonomy by raising topics related to it. In statement number 24, the external motivation concerns the Grade Point Average as the external factor for students learning English. The last statement, number 25, it concerns another external factor that may encourage them to learn more. It was about the statement that learner autonomy in English learning helps them get better job opportunities. Students’ response in these factors indicate improving their motivation and autonomous learning

significantly accelerates it. This is in line with Armstrong's (2009) statement when people believe that an action is likely to result in goal attainment, and they get motivated when they obtain an adequate reward that meets their demands and goals. Therefore, both aspects, external or internal motivation related to the learner autonomy, lead them to the positive path in improving their ability to learn English. Students benefit from autonomous learning because it fosters internal motivation through curiosity and self-sufficiency. Therefore, internal and external factors impact students' motivation, as autonomous learning is essential in those aspects.

By connecting dots from various perspectives, the study explores theoretical, perspective, and practical points of view to generate a better teaching material and strategy. Also, future research can contribute to the significant development of effective strategies for implementing learner autonomy in the Indonesian or other countries where English is a foreign language. Examining the viewpoints of both teachers and students might help identify the particular difficulties associated with teaching English in Indonesian.

## CONCLUSION

Overall, students and English teachers' perception of fostering learner autonomy in Indonesian EFL classrooms is positive. Most of the students believe that more opportunities that are given to them will support them to be more independent, responsible, and aware of what they need to learn English. Moreover, autonomous learning also elevates their motivation to learn English from internal or external factors. Similarly, from the teachers' side, the English teachers are optimistic about encouraging student independence to learn English in Indonesian. Teachers believe that for students, independent study has benefits; they are more confident, active, critical, and self-aware and support the teaching and learning process. Teachers have an essential role in guiding, monitoring, evaluating, and giving feedback. However, from practical perspective in the classroom few challenges such as students' and teachers' readiness, diversity in the background of knowledge and culture, and a variety of student characters, must be coped with.

More effective teaching resources and methods can be created by fully analysing the theoretical, practical, and perspective aspects involved in this study. According to the findings of the study, improving teaching strategies requires a knowledge of different points of view. Moreover, it suggests that future studies may be crucial in developing approaches that support learner autonomy, particularly in nations where English is a foreign language. A comprehensive approach to identifying and resolving particular issues related to teaching English in the Indonesian environment is indicated by the emphasis on looking at the viewpoints of both teachers and students. It can be inferred from this that the study seeks to advance theoretical understanding as well as offer useful advice for enhancing English language instruction in environments where other languages are spoken.

## REFERENCES

Agustina, D., & Fajar, D. A. (2018). Learner autonomy as a challenge in English language education 4.0 in Indonesia. *2nd English Language and Literature International Conference (ELLiC) Proceedings*, 2, 155–159.



- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice* (11th ed.). Koganpage.
- Borg, S., & Al-busaidi, S. (2012). *Learner Autonomy: English Language Teachers' Beliefs and Practices*. British Council.
- Bryman, A., & Cramer, D. (2005). *Quantitative data analysis with SPSS 12 and 13*. Routledge: London.
- Ceylan, N. O. (2021). The Relationship between Learner Autonomy and Motivation. *The Turkish Online Journal of Educational Technology - TOJET*, 20(4), 150–158.
- Daflizar, Sulistiyo, U., & Kamil, D. (2022). Language Learning Strategies and Learner Autonomy: The Case of Indonesian Tertiary EFL Students. *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 257–281.
- Darsih, E. (2018). Fostering Language Learner Autonomy: Indonesian Efl Lecturers Voices. *English Review: Journal of English Education*, 7(1), 51–60. <https://doi.org/10.25134/erjee.v7i1.1495>
- Dickinson, L. (1995). Autonomy and motivation a literature review. *System*, 23(2), 165–174. [https://doi.org/10.1016/0346-251X\(95\)00005-5](https://doi.org/10.1016/0346-251X(95)00005-5)
- Dung, T. N. T. (2020). Teacher's and Learner's Roles in Autonomy-Oriented Foreign Language Teaching: A Theoretical Investigation. *Vietnam Journal of Education*, 4(3), 31–36.
- Exley, B. (2001). *Meeting the needs of offshore learners: A case study of Australian EFL educators and Indonesian EFL learners*. 1–12.
- Fidyati. (2017). Learning Autonomy and Its Significance for Indonesian EFL Learners. *Gestempana English Education Journal*, 1(1), 1–16.
- Ghufron, M. A., & Nurdianingsih, F. (2019). Flipped teaching with call in EFL writing class: How does it work and affect learner autonomy? *European Journal of Educational Research*, 8(4), 983–997. <https://doi.org/10.12973/eu-jer.8.4.983>
- Hossain, M. M., & Mustapha, S. M. B. (2021). Learner Autonomy and Motivation, the Comparative Predicting Role on English Language Performance in Tertiary Education of Bangladesh. *International Journal of Advanced Research (IJAR)*, 9(04), 158–165. <https://doi.org/10.21474/ijar01/12667>
- Hu, P., & Zhang, J. (2017). A pathway to learner autonomy: a self-determination theory perspective. *Asia Pacific Education Review*, 18(1), 147–157. <https://doi.org/10.1007/s12564-016-9468-z>
- Khulaifiyah, Widiati, U., Anugerahwati, M., & Suryati, N. (2021). Autonomous Learning Activities: The Perceptions of English Language Students in Indonesia. *Pegem Journal of Education and Instruction*, 11(3), 34–49. <https://doi.org/10.14527/pegegog.2021.00>
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques & Principles in Language Teaching* (Third). Oxford University Press.
- Lengkanawati, N. S. (2017). Learner autonomy in the Indonesian EFL settings. *Indonesian Journal of Applied Linguistics*, 6(2), 222–231. <https://doi.org/10.17509/ijal.v6i2.4847>

- Little, D., Ridley, J., & Ushioda, E. (2003). *Learner autonomy in the foreign language classroom: teacher, learner, curriculum, and assessment*. Dublin: Authentik Language Learning Resource Ltd.
- Liu, H. J. (2015). Learner autonomy: The role of motivation in foreign language learning. *Journal of Language Teaching and Research*, 6(6), 1165–1174. <https://doi.org/10.17507/jltr.0606.02>
- Melvina, M., & Julia, J. (2021). Learner autonomy and English proficiency of Indonesian undergraduate students. *Cypriot Journal of Educational Sciences*, 16(2), 803–818. <https://doi.org/10.18844/CJES.V16I2.5677>
- Melvina, M., Lengkanawati, N. S., & Wirza, Y. (2021). Autonomous Learning: Indonesian University Learners' Perception. *Journal of Hunan University Natural Sciences*, 48(11).
- Melvina, M., Lengkanawati, N. S., & Wirza, Y. (2021b). The Autonomy of Indonesian EFL Students: A Mixed Method Investigation. *International Journal of Learning, Teaching and Educational Research*, 20(11), 422–443. <https://doi.org/10.26803/ijlter.20.11.23>
- Ministry of Education, Culture, Research, and Technology. (2022, 9 December). Penguasaan Bahasa Asing, Kunci Unggul ASEAN dalam Kompetisi Global. <https://www.kemdikbud.go.id/main/blog/2020/12/penguasaan-bahasa-asing-kunci-unggul-asean-dalam-kompetisi-global>
- Muharom, F., Nugroho, A., & Putra P, H. R. (2022). Self-directed Use of Digital Devices for Out-of-class English Learning. *International Journal of Education in Mathematics, Science, and Technology (IJEMST)*, 10(1), 257–271. <https://doi.org/10.46328/ijemst.2245>
- Myartawan, I., P. N. W., Latief, M. A., & Suharmanto. (2013). The Correlation Between Learner Autonomy and English Proficiency of Indonesian EFL College learners. *TEFLIN Journal*, 24(1), 63–81.
- Pardo, B. S., & Alcantud-Diaz, M. (2022). Multi-intelligence Empowerment in EFL Teaching. The CELSIP Programme for Autonomous Learning with Pre-service Teachers. *MEXTESOL Journal*, 46(2), 1–13.
- Scharle, A. & Szabo, A. (2000). *Learner Autonomy: A Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press.
- Sercu, L. (2002). Autonomous learning and the acquisition of intercultural communicative competence: Some implications for course development. *Language, Culture and Curriculum*, 15(1), 61–74.
- Suharmanto. (2003). Learning Autonomy : A Way to Improve English Language Teaching (ELT) in Indonesia. *TEFLIN Journal*, 14(1), 111–122.
- Susanti, A., Rachmajanti, S., & Mustofa, A. (2023). Between teacher' roles and students' social: Learner autonomy in online learning for EFL students during the pandemic. *Cogent Education*, 10(1), 1–16. <https://doi.org/10.1080/2331186X.2023.2204698>
- Teimourtash, M., & Yazdanimoghaddam, M. (2018). The Impact of Fostering Learner Autonomy Through Implementing Cooperative Learning Strategies on Inferential Reading

- Comprehension Ability of Iranian EFL Learners. *Iranian Journal of English for Academic Purpose*, 7(1), 49–71.
- Xhaferi, B., & Xhaferi, G. (2011). Developing Learner Autonomy in Higher Education in Macedonia. *Procedia - Social and Behavioral Sciences*, 11, 150–154. <https://doi.org/10.1016/j.sbspro.2011.01.051>
- Yu, L. T. (2023). A Comparison of the Autonomous Use of Technology for Language Learning for EFL University Students of Different Proficiency Levels. *Sustainability*, 15(1), 1–18. <https://doi.org/10.3390/su15010606>