

CHAPTER II

LITERATURE REVIEW

This part consists of Theoretical Study and Previous Studies. They are described in more detail as follows:

A. Theoretical Study

1. Learner Autonomy

a. Nature and Characteristics of Learner Autonomy

Autonomy is about the ability to take charge of one's own learning (Holec, 1981).

Autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider context" (Little, 1991).

From this notion, we can say that autonomy is being able to do something by oneself. It includes the ability and awareness of oneself to control and handle his learning, making choices, and reflecting. However, learner autonomy is not a concept that we can grasp instantly. It needs a process and training. Autonomy is not innate but is trained informally through natural ways or formally through systematic, deliberate ways (Holec, 1981). We need autonomy, which is not the outcome of learning, but a construct reflected in the learner's

awareness, self-determination, and self-direction to achieve learning goals. This notion promotes learning and fosters lifelong learning (Zhou & Li, 2020).

Learner autonomy is a learner who takes responsibility for his or her own learning. Little (2007) emphasized learner autonomy as the learner's capacity to direct and handle her or his own learning. They are likely to reflect on the process and be aware of actions, strategies, and methods that can be used to promote their learning.

Benson (2011) defined learner autonomy as the capacity of the learner to take control over one's own learning. It implies that learners can control their own learning management, cognitive process, and learning content. Learning management entails planning, organizing, and evaluating one's own learning through learning strategies. Awareness, reflection, and metacognitive knowledge are elements of the cognitive process. When learner autonomy comes to learning content, a learner has the right to choose their own learning content. However, learner autonomy does not mean letting students learn on their own or allowing them to do so without the guidance of a teacher (Ribbe & Bezanilla, 2013). It is the teacher's role to create and maintain a learning environment. In the context of formal education, the teacher helps learners set a learning goal, develop self-awareness, and learn more effectively.

Chan (2001) proposed a set of dispositions that an autonomous learner displays: 1. Sets his/her learning goals and identifies and develops learning strategies to achieve such goals; 2. Develops his/her learning, which includes identifying problem areas and means of addressing these problems; 3. Identifies and selects relevant resources and the necessary support; 4. Assesses his/her own progress and defines his/her own criteria for evaluating performance and learning (including strategies, materials, etc.).

Benson (2011) explained that being autonomous is a natural human tendency that anyone can develop with adequate opportunities and support. Autonomy is the best choice for teachers to accommodate the needs of all students in a class. The students encourage themselves to ensure their own learning experience for their needs and preferences. We can visualize autonomous learning as a continuum, allowing us to see learners' progress towards autonomy in terms of degree (Everhard, 2018). Learners show different degrees of essential factors, such as managing their learning, knowing how to learn and which resources and strategies to use, thinking deeply about the process, collaborating and communicating with others, and managing their motivation and emotional states.

b. Factor Influencing Learner Autonomy

Developing learner autonomy requires lifelong language learning. In this sense, every teacher and learner should be aware of the factors influencing autonomous learning to promote autonomy in their educational settings. Zarei (2010) noted three factors influencing learner autonomy. They are motivation, learner's metacognitive knowledge, and learning environment. Chan (2015) simplified those factors into two, intrinsic and extrinsic. Motivation, metacognitive knowledge, learning anxiety, learning strategies, and the learning environment is an extrinsic factor that influences learner autonomy.

1) Motivation

Motivation is the essential factor that everyone brings to every activity. Motivation and autonomy are intertwined components (Silva, 2002). Learners are more motivated and productive when they have a sense of autonomy (Dickinson, 1995). A prior study by Ushioda (1996) indicated that an autonomous learner can effectively self-manage motivation and frequently brings motivation to the learning context because autonomy is impossible without motivation.

Man, Bui, & Teng (2018) stated that student motivation fluctuates and across contexts. When learning a new language, motivation often shifts. Gardner and Lambert's (1972) classified motivation into instrumental and integrative motivation. Instrumental motivation is the need to achieve practical goals, such as passing an

exam, getting into college, meeting a language requirement, or receiving a pleasant work assignment. Integrative motivation is the learner's desire to identify with the target language, culture, and people who speak it.

Dickinson (1995) proposed intrinsic and extrinsic motivation. Intrinsic motivation refers to learners' interests in learning tasks and outcomes for their own purpose, while extrinsic motivation refers to tasks completed for rewards. According to this theory, people engage in behaviors because they are intrinsically rewarding. Extrinsic motivation drives behavior to gain points or avoid punishment. Previous research has shown that intrinsically motivated learners better determine their learning goals and gain the outcome (Brown, 2007).

2) Metacognitive knowledge

Flavell (1979) defined metacognitive knowledge as beliefs about one's self as a learner. It is also about thinking about what one knows (Dunlosky and Graesser in Teng, 2019). Teng (2019) argued that beliefs and perceptions are linked to metacognition and learner autonomy. Metacognitive knowledge is needed since students must make a rational decision about their learning. An autonomous learner may be more successful in taking charge of their own learning by planning, monitoring, and evaluating it.

Learners must be metacognitively aware of this process when attempting to perform these actions. As a result, assessing an individual's metacognitive awareness has the potential to reveal how autonomous a learner is. Lestari & Suwartono (2019) mentioned that certain metacognitive skills are necessary for independent learning, including awareness of learning styles and the ability to track one's progress. Learner autonomy requires learning strategies. Students will learn more if they are explicitly taught various learning strategies.

3) Learner Environment

The last factor influencing a student's autonomy is the learning environment. External support, such as instructors, facilities, and learning materials, contributes to students developing learning autonomy both within and outside of school.

c. Teachers' Role in Promoting Learner Autonomy

The notion of learner autonomy is increasingly used in practice. As one of the external supports in learner autonomy, the teacher has a critical role in helping students apply autonomy both inside and outside the classroom. Consequently, teachers should clearly understand well how to promote learner autonomy whether teaching or guiding students in and out of class. In the classroom context, the learners should define

management for learning and learning content independently or handled by learners with little guidance from teachers.

Little (2007) believed that the development of autonomy in education cannot occur without the teacher's role, which is shaped by three pedagogical principles. Those are learner involvement, learner reflection, and target language use. Knowledge is constructed through the learner's involvement in linguistically mediated interactions, encoded in language, and reproduced through one or another kind of communication. The principle of learner involvement already implies learner reflection. Afterwards, it is hard to create a learning goal, choose learning activities and resources, or assess learning results without considering learner actions. In other words, teachers must supplement the incidental reflection that planning, monitoring, and evaluating learning entail by an explicitly detached reflection on the process and content of learning. The target language is the medium through which all classroom activities are done, both organizational and reflective and communicative. Of course, full integration of learner autonomy and target language proficiency relies on this notion. Teachers often argue that students cannot utilize the target language to organize or reflect on their learning.

Regarding teacher roles, Wintek (2012) stated that teachers are taking on new roles as facilitator, manager and organizer, and counselor.

1) Teacher as facilitator.

Teachers will act as facilitators to make progress more flexible and successful. There are some types of facilitators:

- a) Facilitator features: Psycho-social support refers to motivating and raising learners' awareness.
- b) Facilitator a learning guide: This section states that autonomous English learning does not mean learners study on their own. Autonomous learners require an instructor to help them attain their goals. As facilitators, teachers must assist students plan and carry out independent language learning, help students acquire knowledge and abilities, and push students to learn actively and independently. Facilitating requires teachers' support and encouragement. Teachers help students overcome their fears and anxieties by encouraging them to persevere.
- c) Facilitator a resource guide: The teacher is intended to be the language resource during classroom activities. Basically, the teacher is responsible for supplying appropriate language input and assistance. For students to establish their own learning strategies and procedures, teachers must first push them to produce their own language. Teachers should also introduce learners to learning materials like English magazines, newspapers, .and relevant websites. To motivate students, teachers should be able to select materials that will stimulate

their interest and relate to their academic level. Third, teachers are ready to share information when students struggle to learn.

d) Facilitator and outcome evaluator: Evaluating students' work is seen to be an essential part of a teacher's job. Teachers should focus on students' development to establish an achievement learning environment. At the same time, students will be more self-assured.

e) Facilitator and evaluator of results: It is widely thought that this is another critical component in evaluating students' work. Teachers should pay attention to students' success or progress so that a success-oriented learning environment could be built up in the classroom. When they are more comfortable with learning on their own, the students will also be more likely to do it.

2) Teacher as manager and organizer

The teacher's responsibility is to manage and help students to set up their long- and short-term planning. In a learner-centered approach, teachers need to plan classroom activities that accommodate students' needs and expectations. The ultimate goal is to motivate students by relating to their interests and abilities. Many exercises, whether a specific role-play or a group discussion, require solid organization and students knowing precisely what they are expected to perform. Otherwise, the two parts of the

teaching-learning process fail. The teacher's job as manager and organizer is considered the most crucial role in class.

However, students must understand precisely what they are expected to do in these activities. To minimize misunderstanding, teachers should deliver clear instructions and explain the significance of each task to students' English learning (Harmer, 2007). So, the students can be sure of what they need to do before they start the tasks. When students encounter problems, teachers should take an active role in assisting them in resolving them.

3) Teacher as counselor.

The teacher as counselor helps students learn more efficiently. This job can be achieved by assisting learners in self-monitoring, attaining their goals and needs, and providing feedback and assistance. Moreover, teachers have the responsibility of educating our students. They need to educate learners and empower them to choose the most effective learning strategies. Learners have to be able to make a wise decision. This required an understanding of the logic behind the tactics and the time to experiment to determine which is more appropriate for each situation. An autonomous learner classroom is a place where learners and teachers have constructive interaction with each other and learn from each other.

Other version by Zhao (2018), in his study concludes the 11 roles of the teacher in promoting learner autonomy in-class and out-of-class as follows:

- 1) Teacher as a facilitator who helps the student to build students' confidence, interests, and enthusiasm in autonomous learning.
- 2) Teacher as a trainer or a guide who teaches students about learner autonomy and guides them in practicing it.
- 3) Teacher as a counselor or an advisor who offers reasonable and feasible suggestions to assist students find the best learning strategies and the best solution to their difficulties.
- 4) Teacher as an instructor who clearly states students' teaching strategy, requirements, content, and even topics and challenges to help students understand the teacher's expectations.
- 5) Teacher as a resource provider who meets students' needs while promoting and developing them.
- 6) Teacher as a coordinator or organizer who creates a fun and comfortable environment and an opportunity for students to learn in various situations.
- 7) Teacher as a cooperator or peer learner who acts as a peer learner to encourage collaboration and positive engagement among students.
- 8) Teacher as an assessor who gives praise, informative feedback, and guidance on students' projects and progress.

- 9) Teacher as a monitor who monitors students' progress and evaluates their learning methods, materials, and progress.
- 10) Teacher as a researcher who conducts research on teaching methods, autonomous learning strategies, and student autonomy.
- 11) Teacher as a teaching materials developer who designs teaching materials at various levels of difficulty according to students' English proficiency and needs.

EFL teachers should have a sense of autonomy. Teachers with autonomy are responsible for the education they deliver to their students. Teachers need to experience autonomic skills early in their careers so they can help students develop learner autonomy and take responsibility for their own learning. Those with a lack of autonomy-oriented training may struggle to establish such a classroom environment.

d. Learner Autonomy in Indonesia EFL Class

Learner autonomy is important in promoting lifelong language learning, especially in EFL settings where learners have limited interaction with native English speakers and thus limited English used. Moreover, in the 21st century, students should be able to critical thinking, collaboration, creativity, and communication. They need to be learner autonomy because not everything can be taught in the classroom, and there

are abundant online resources. Students and teachers alike must be prepared to learn autonomously and self-direct in order to survive in this era.

Learner autonomy is one of the aspects that contribute to the success of EFL students. It is also important for developing language competence (Alonazi, 2017; Muhammad, 2020). Lutfiana et al (2020) found that language barriers had an impact on the students' academic performance. For successful language learning to actually occur, the learner must try to be an active agent in the process along with their life. The idea is in line with Suwartono & Rafli (2015) who argued that true learning is based on students' ability to form their own understanding of what they study and connect it appropriately to their schema; therefore, experience should be the primary source of learning.

Moreover, many studies prove the importance of autonomy in language learning from a holistic point of view. Teng (2018) explained that understanding students' identity becomes important. to make students engage in the learning process. Students require social and emotional support in a new learning setting when learning a new language. In this regard, understanding students' needs and their imagined worlds is critical for developing an appropriate curriculum or choosing English pedagogy tailored to students with diverse backgrounds, different language proficiency levels, goals, and expectations. It is important to build an open and democratic interaction between teacher and students. This bond may

serve as a foundation for improving EFL teaching and learning. In this connection, teachers, administrators, curriculum designers, and policymakers should be willing to create a platform to make students' voices heard. Teachers may need to focus on students' issues while adapting to a new learning community.

In Indonesia, the concept of learner autonomy is reflected in the education philosophy "Tut Wuri Handayani", which highlights student-centered learning and the teacher's role as facilitators, guides, and collaborators in Educational Policy in Curriculum 2013 and the Merdeka Belajar concept.

Studies on learner autonomy in Indonesian EFL settings have been conducted in school contexts both offline and online. Some studies revealed that students give a positive view (Yoshinta & Yuniarti, 2021; Dalilan, 2021; Yulianto, 2019; and Muhammad, 2020) and positive attitude (Yoshinta & Yuniarti, 2021; Muhammad, 2020). However, Yoshinta & Yuniarti (2021) showed that a positive attitude does not always imply a satisfactory learning achievement. Lack of adequate support from the teacher, lack of learner autonomy experience, poor English proficiency, and a heavy concentration on the national exam are identified as barriers among Indonesian EFL students (Yulianto, 2019; Yuliani & Lengkanawati, 2017).

Some Indonesian teachers have applied strategies to promote learner autonomy, however most students are not autonomous yet.

Teacher's factor indicated constraints. Since teachers lack knowledge in promoting learner autonomy (Wiraningsih & Santosa, 2020), they need learner autonomy training to improve their perception of learner autonomy (Yuliani, 2017). Ramadhiyah & Lengkanawati (2019) mentioned that teachers had less confidence in allowing students to take control of their learning. The teacher had conflicting beliefs about whether to follow the entire curriculum and a misconception that learner autonomy would reduce her work in achieving curriculum goals. The other factor is policy constraints in terms of school zoning and unplanned event schedules (Wiraningsih & Santosa, 2020).

2. EFL Teachers' Challenges

In any educational context, there may be any number of situations that are perceived as being difficult to handle. The teacher is closely related to the obstacles and challenges faced in the teaching and learning process. Teaching does not happen in a vacuum; all teaching is situated and therefore is conditioned by various factors which may either hinder or promote teacher autonomy. Paiva in Alonazi (2017) stated that elements such as learners, teachers, institutions, material, social, and political contexts in any educational context and technology could work either for or against autonomy.

Little (2009) mentioned the three challenges in developing learner autonomy. They are teachers' doubts about whether autonomous learning

can be effectively carried out, lack of teachers' expertise, and exam/ curriculum/ textbook constraints. The degree of teacher autonomy influences the development of learner autonomy (Little, 1995). In other words, promoting learner autonomy requires teachers to be independent in both their professional abilities and their use of practices to promote learner autonomy (Nakata, 2011).

Wiśniewska (2007) classified constraints into external and internal factors. Internal constraints belong to the teacher, such as the teacher's personality, experience, education, beliefs and theories, attitudes, motivation, economic status, workload. External constraints are considered at two levels. At a macro level, educational philosophy, the state, its educational policy and goals, language teaching policy, the curriculum, materials, and methods. Besides, the learner and his autonomy may limit the teachers' autonomy and willingness to foster learner autonomy. At a micro level, these are the school community and its goals, local and school authorities, peers, parents, and learners.

Borg (2011) mentioned three constraints: a) learner factors (e.g., their lack of motivation and skills for learning independently); b) institutional factors (e.g., overloaded curriculum; not enough resources for promoting language autonomy); and c) teacher factors (e.g., lack of teacher autonomy; low expectations of what learners can achieve).

Borg and Al-Busaidi (2012) indicated that teachers may face many challenges in promoting students to become autonomous in language

learning. Those challenges may be the teachers themselves. Teachers may lack autonomy; they lacked it as students and now lack it as teachers, or even teachers' limited expectations of what learners can achieve. Other challenges that teachers face include a lack of motivation, competence, and the ability to use resources or learning strategies.

Moreover, it seems that teachers, learners, and policymakers' perceptions play a significant role in making autonomous learning happen. Wiraningsih & Santosa (2020) explored EFL teachers' challenges in promoting learner autonomy in the 21st-century era. The challenges are in the dimension of policy constraints identified in this study: school zoning. Unplanned events imposed an institutional constraint. The language teaching methodology was due to a lack of teaching knowledge and student characteristics.

The cultural impact seems to be an issue for Indonesian EFL students. Indonesian students' learning style was affected by culture (Wiraningsih & Santosa, 2020). These cultures are passive, reticent, and collectivist. Social relationships were influenced by position and authority, blocking the teacher from the Indonesian EFL students.

Teng (2019) compiles four teacher's challenges in promoting learner autonomy. They are:

- a.** Policy, institutional, conceptions of language, and language teaching methodologies constraints (Benson, 2000), macro-culture of the

teaching environment, and teachers' working conditions (Aoki, 2000).

- 1) Policy constraints include broad policies on language in education.
- 2) Institutional constraints include rules and regulations, certification, examinations, curriculums, physical and social organization, and classroom practices.
- 3) Conceptions of language: dominant conceptions of the target language and how it is organized and correct usage.
- 4) Language teaching constraints are the assumptions about how languages and relevant learning resources and activities are learned (Alonazi, 2017; Benson, 2011; Nakata, 2011).
- 5) Macro-culture of the teaching environment (misunderstandings among colleagues can seriously hamper teachers' efforts)
- 6) Teachers' working conditions (teaching many students per class and handling a lot of administrative work). It is in line with Suwartono & Pungki (2018) that English teachers face difficulties in managing large classes like grouping the students, using English in large classes, and making students active.

b. The teacher's personality constraints.

Teachers often have their own development agendas, and some teachers only believe in their own way of teaching. Teachers who do not support autonomy as an educational goal may face challenges. Similarly, students used to traditional teacher education may block

willingness to engage them in self- directed learning. Some students rely on teachers for correct answers, preferring to be told what to do rather than engaging in critical reflection. Thus, willingness to shift a teacher's personality or role becomes a challenge in promoting learner autonomy.

- c. Some teacher education programs fail to provide a supportive environment for teachers' personal growth. Each teacher is in a different phase of personal development and goes through a psychological state where self-disclosure is painful or inappropriate. Maintaining a positive atmosphere and waiting until each teacher feels ready to explore their private self-ensures a good teacher education program.
- d. The tension between standardization and teacher autonomy has intensified. Some institutions attempted to balance top-down controls and individual teacher autonomy. Other schools were not willing to do this due to organizational climate or administrators' personal philosophy. Under this circumstance, teachers often felt pressured to mediate or maneuver around constraints on the development of autonomy.

3. EFL Teachers' Strategies

To transform the various constraints on autonomy into learning possibilities, a teacher must be aware of and ready to tackle challenges. The teacher's role is critical in this situation. Benson (2000) claimed that teachers

should practice a mediation process between the learners' right to autonomy and the constraints that restrict the use of this right. This way, possibilities for fostering autonomy might exist within constraints. Similarly, Little (1995) argued that teachers can promote their learners' autonomy despite all the constraints through negotiation. Teachers may struggle to develop autonomous learning in classrooms. If they are not introduced to the importance of learner autonomy at their first learning in classrooms. Thanvenius (1999) said that although teachers may be enthusiastic about fostering their learners' autonomy, they may still be unaware of what this means for their role. Thus, teacher education should offer teachers opportunities to experience autonomy-oriented learning to prepare teachers to support learner autonomy (Aoki, 2002).

In the learning process, for example, a teacher has to consider a lot of things to create a practical learning situation. Usually, in learning, teachers present information to students using various methods and strategies according to the standard curriculum, and guide them through question and answer, discussion, small group, and administrative tasks to be completed by the student. To support professionalism, a teacher must have the ability to plan learning programs. It is not an easy task to implement autonomous learning into practice.

Meanwhile, Benson in Nunan (2003) offered some principles for fostering autonomy in the classroom:

- a) Teacher should be actively involved in the students' learning.

Teachers who want to foster autonomy should try to avoid kinds of direction such as plan the content of lessons and methods of presentation, organize practice or communicative activities during the lessons themselves, and evaluate learning outcomes through tests and other forms of assessment. However, this does not imply that the students should be left to complete the task of learning on their own. Instead, they try to help the students to take greater control over their learning by becoming more actively involved in everything that happens in the classroom.

- b) Teacher should provide a range of learning options and resources.

In order to offer choices and opportunities for decision-making, the teacher will need to bring a range of learning options and resources into the classroom. For example, if we are using a particular textbook, we will need to think about how the activities can be modified or re-ordered according to the students' preferences. This example shows how students can also be involved in lesson planning. Planning for the next lesson in an autonomous classroom often begins at the end of the last lesson, with the teacher asking the students what they would like to do next.

- c) Teacher should offer choices and decision-making opportunities

While it is important to build opportunities for choice and decision-making into lesson plans, it is also important to create and respond to such opportunities when they arise spontaneously. Decision-making takes place in the language learning classroom at a number of levels. Choices and decisions need to be made at various levels of the teaching and learning

process, and many teachers prefer a gradual approach in which the learners progressively move from lower to higher levels. But it is also important that the choices and decision-making opportunities offered should be significant from the student's point of view. This calls for sensitivity on the teacher's part to what the students see as significant and what they see as trivial.

d) Teacher should support the learners

In order for learners' choices and decisions to be meaningful, they must also be informed. Teachers who want to foster autonomy also often make themselves available as counselors to individual learners during and between classes. The line between support and direction. However, the line between support and direction can be a fine one because both imply that we make our knowledge and expertise available. Supporting, rather than directing, the learners in their choice of task would mean presenting the options in a way that encourages free choice and shows respect for the learners' final decision.

e) Teacher should encourage reflection.

A learner's choices and decisions ultimately become meaningful to them through their consequences. Many teachers feel that direction is justified because it makes learning more efficient. If students decide things for themselves, they will make mistakes, and precious time that could otherwise be spent on learning will be wasted. The argument against this is that mistakes are a learning opportunity. However, students do not always see things in this way, and teachers need to actively encourage reflection, help

students conclude, and help them act upon them. Suwartono and Rafli (2015), in their study, revealed that the reflective method can enhance learners' proficiency, in this case, students' pronunciation mastery.

Zhao (2018) suggested some teacher's strategies that can be done to foster learner autonomy in and out of class, as follows:

- a) Teacher should become a qualified trainer in autonomous learning: A teacher should train students to self-assess their learning and language abilities, set goals, solve problems, self-control, correct deviations, time management, etc.
- b) Teacher should be good counselor: Students have diverse needs, questions, and problems. For starters, a teacher should do students' needs analysis, including their learning goals and attitudes. A teacher should know how to be a competent teacher, how to teach effectively, how to teach effectively, how to teach effectively, how to teach effectively.
- c) Teacher should be an outstanding facilitator: First, a teacher should know how to monitor students properly and control the level of monitoring. In addition to this, a teacher should assess students appropriately, effectively, and efficiently; otherwise, things will not go as planned. Monitoring and assessment are mutually beneficial in providing effective feedback. Finally, a teacher should have the ability to influence students. A teacher should use his or her own power to get students excited, which will keep them motivated and interested in learning on their own.

d) Teacher should be good teacher by creating materials: This form of instructional material should consider the following: student's self-assessment criteria, individual differences in language proficiency and learning capacity, plenty of internet resources, and updating contents as time and context demand.

Borg and Al- Busaidi (2012) introduced five strategies for promoting learner autonomy. They are talking to students about autonomy and its value, encouraging learners to engage in autonomous behaviors, getting learners to reflect on their learning, using activities in class that promote autonomy, and setting activities out of class which promote autonomy.

In the same study, Borg and Al-Busaidi (2012) also records 20 teacher practices as examples. They are listed below:

- a. Going to the library, doing Moodle assignments are part of learning that develops autonomy.
- b. Co-operative and peer learning.is promoted wherever possible.
- c. Encouraging students to go the extra mile and not be afraid to make mistakes, helps give them the confidence to work by themselves.
- d. Encouraging them to be more responsible about what they do in class.
- e. Promoting learner autonomy in lessons using worksheets.
- f. Asking students to tell the mark they hope to get in their presentations and how they can get that mark.

- g. Asking them to find out about certain topics and be ready to discuss them in the next lesson.
- h. Constantly giving homework and tasks to be completed and brought back to the classroom.
- i. Doing best to involve students in reflection into their individual learning preferences and strategies.
- j. Encouraging them to further their learning of English in situations outside the classroom without help from any teacher.
- k. Having the class choose which activities they want to do in some cases.
- l. Negotiating with students on deadlines for homework, topics for speaking as well as readers (if they don't like the reader assigned).
- m. Spending quite a lot of time with my students explaining the benefits and the different ways of developing autonomy.
- n. Talking to them regularly about why we are doing what we are doing and the bigger picture.
- o. Telling students that knowledge is always available around you, but all that you need are the incentive and the method to find it.
- p. Trying to promote it by not answering the questions they have sometimes and by telling them to go find the answer themselves.
- q. Encouraging them to visit the library and practice different tasks on extensive reading.
- r. Independent learning projects in the courses are good examples of promoting learner autonomy.

- s. Peer assessments of students' work at classroom level is encouraged.
- t. Asking students to tell what they have learned, what they have found, easy, difficult, and what they should do to improve.

Teng (2019), in his study entitled "Teacher Autonomy: A Buzzword in Teaching English as a Foreign Language," revealed teachers' strategies to become autonomous.

- a. First, maintaining a collaborative discussion with students is vital. Authority is shared between the teacher and students, and negotiations between the teacher and the students are open. Although some may claim that an institution loses direction and control of what students learn in each step when giving such freedom to the teacher, it helps teachers find that collaboration helps better exercise autonomy concerning the curriculum.
- b. Second, exercising autonomy requires support and commitment from the educational community. Empowerment to practice autonomy in a collaborative environment impacted the teacher role. It aided teachers in rethinking their teaching beliefs and reflecting on their teaching strategies. Examining the advantages and disadvantages of instructional methodologies inspired teachers to innovate. Teaching is about teaching students how to look for, find, and acquire information. To be an autonomous teacher, transcending the original role of transmitting knowledge and becoming a facilitator of students' learning is crucial.

- c. Third, collaboration with teacher peers is also valuable. A trusting collaboration requires mutual respect, respect for each other and a comfortable sharing of doubts and celebration of success. Collegiality between teachers can help them learn and try new strategies and gain more control of their classes.
- d. Finally, exercising autonomy in teaching has prompted teachers to consider the multiple contextual factors or constraints that a teacher may encounter when making decisions.
- e. In addition, because teacher autonomy involves a transformation from a traditional model of providing explicit guidelines and instructions to teachers to a constructivist model of sharing knowledge and practices, greater responsibility is placed on school learners, whose understanding of and support for individual teachers are essential. Suwartono & Pungki (2018) mentions strategies to handle a large class such as arranging the students' seat position, grouping the students, using the media, controlling the students, using humor, interacting, managing the time, giving prohibition, telling the story and singing, and giving a penalty.

B. Previous Study

In respect to the recent studies, the researcher of this study is excited to perceive the Indonesia EFL study considering Learner Autonomy (e.g., perception, challenge, strategies). These aspects are pivotal to successfully

promoting learner autonomy in the pandemic era, especially in limited face-to-face learning (PTMT).

1. Yuliani & Lengkanawati' s study

The study entitled "Learner Autonomy in the Indonesian EFL Settings" by Yuliani & Lengkanawati (2017) was conducted to answer the current research question about how learners promote learner autonomy through project-based learning. They used a descriptive qualitative research design with six ninth graders. The data were collected using document analysis, observation, and interviews.

The result showed that project-based learning enhanced learner autonomy, including self-instruction, self-direction, self-access learning, and individualized instruction. There were six main results. First, learner autonomy varies. Second, achievement and autonomy are linearly related. Third, learner autonomy requires a process that shows irregular patterns. Fourth, no one is 100% autonomous. Fifth, the Implementation Process gives the learners the most autonomy of the three phases of the Project-based Activity. Sixth, improving Learner autonomy is still constrained.

This study is similar to Lengkanawati's study on learner autonomy. Contrary, this research focuses on teachers' strategies rather than students' strategies in promoting learner autonomy.

2. Ain's Study

Ain (2018) researched EFL teachers' perceptions of learner autonomy in senior high school. Her study was qualitative research. In

doing so, four English teachers in a senior high school in Gresik, East Java, were interviewed to identify their general perceptions towards learner autonomy.

She used unstructured interviews and open-ended questions to gather data. The findings indicate that the teachers have a good understanding of learner autonomy principles, a diverse understanding of teachers' practices in giving autonomous learning, and a deep understanding of the challenges in assisting learners to become more autonomous.

Those which set it apart from her study are that this study will not use open-ended questions to gain data on EFL teachers' challenges. This study will explore EFL teachers' strategies for facing the challenges in promoting learner autonomy. In addition, this study will involve junior high school teachers in Cilacap.

3. Yuzulia's Study

Yuzulia (2020) conducted a study "EFL teachers' perceptions and strategies in implementing learner autonomy." The objective of her study was to find out the teachers' perceptions of the concept of learner autonomy and to find out the strategies used by experienced and novice English teachers to implement learner autonomy. The qualitative research took place in Bandung's public senior high schools involving an experienced and a novice English teacher.

Her research gathered data by observation, interview, and questionnaire. Discovered that both experienced and novice teachers hold identical perceptions that autonomy means the students' active role in managing their own learning. Teachers emphasized the benefits of autonomous learning for students. To promote learner autonomy, experienced teachers were more optimistic than newbies. Learner autonomy is applicable to all language learners regardless of age, proficiency level, and cultural background. In order to foster student autonomy, teachers used blogs, self-journaling, video conferencing, and teamwork, self-journal, videoconference, and collaboration as strategies to promote learner autonomy.

Unlike her study, which focused on EFL teachers' perceptions of implementing learner autonomy, this research will be conducted in different areas and focuses on EFL teachers' challenges and strategies in promoting learner autonomy.

4. Wiraningsih and Santoso' Study

Wiraningsih & Santosa (2020) investigated "EFL teachers' challenges in promoting learner autonomy in 21st-century learning". Their study aimed to identify the EFL teachers' challenges and strategies in promoting learner autonomy in the 21st-century. The data were collected through a semi-structured interview. Four EFL junior high school teachers in Singaraja Bali, Indonesia took part. The interview

guideline was designed around policy, institutional constraints, language teaching methodology, and learner's background.

The results showed that policy constraints noted in this research were related to the school zoning system. Unscheduled events imposed an institutional constraint. The language teaching methodology was due to a lack of teaching knowledge and students. Some strategies were implemented, including initiating activities, applying collaborative learning, and having good planning and time management.

Different from their study, the interview guide will be based on the learner, teacher, and environmental factors. The classroom observation will be used to get secondary data on EFL teachers' strategies in promoting learner activity in the classroom. Moreover, the site is in Cilacap, Central Java.

5. Yoshinta & Yuniarti's Study

A study by Yoshinta & Yuniarti (2021) aimed to investigate learner autonomy in English as a Foreign Language (EFL) online classes as viewed from the students' standpoints. They collected data quantitatively and qualitatively using questionnaires and interviews through a mixed-method approach. They used questionnaires and interviews to gather data quantitatively and qualitatively. Five hundred thirteen students from 8 institutions in Indonesia completed the surveys, and ten were interviewed to confirm the results.

The result showed that respondents had positive attitudes towards learner autonomy in EFL online learning. However, promoting learner autonomy in online learning does not imply leading to better learning. Instead, online learning demanded more autonomy and independence in learning.

This study will be conducted on EFL experienced teachers at the junior high school level by using an interview guide and observation. In contrast, their survey study was conducted on students at the university level. The similarity between this research and their study is the topic of learner autonomy in Indonesia.

6. Alonazi's Study

Alonazi (2017) examined the role of teachers in promoting learner autonomy in an EFL secondary school in Saudi Arabia. He used a survey questionnaire to elicit responses from 60 EFL teachers in Riyadh during the academic year 2015–2016.

Alonazi discovered that English language teachers often promoted autonomy in their classrooms. They used a variety of instructional strategies to demonstrate the facilitator, counselor, resource, and manager roles. Additionally, teachers were also constrained by a lack of autonomy skills, school-imposed rules and regulations, and basic strategies to promote autonomy. Teaching methods like continuous reflection and analysis of teaching processes, lessening school rules that limit teachers'

freedom, and providing professional development on learner autonomy can all help students and teachers become more autonomous.

Unlike his previous research, which focused on teachers' roles in promoting learner autonomy in a Saudi EFL secondary school, this study will focus on Indonesian EFL teachers' challenges and strategies in promoting learner autonomy.

7. Yasmin & Sohail's Study

The study by Yasmin, M., & Sohail, A. (2018) entitled Socio-cultural barriers in promoting learner autonomy in Pakistani universities: English teachers' beliefs, examined Pakistani English teachers' perceptions of the feasibility of learner autonomy at the BS level and the potential socio-cultural constraints on the development of learner autonomy.

Yasmin, M., & Sohail used an interpretive paradigm and a qualitative approach to investigate social relationships and processes. They were concerned about the meanings participants attached on the concept of LA. They used semi-structured interviews with 16 English language teachers from four public universities. Later, the data were analyzed thematically. Learners and teachers in Pakistan believed that the concept of learner autonomy was a new concept. It has been discovered that culture plays a significant role in limiting learner autonomy.

The differences between this study and theirs are that this study positioned on the challenges faced by EFL teachers due to socio-

cultural barriers and student and teacher factors, policy constraints, institutional constraints, and language learning constraints. Furthermore, this research was done in Indonesia during the pandemic era and at the secondary level.

8. Tran & Duong's Study

Tran & Duong (2018) investigated EFL learners' perceptions of factors influencing learner autonomy development. This study was conducted at the Faculty of Foreign Languages of a Vietnamese university that offered the Bachelor of Arts in English. The aim of this paper was to explore the factors that influence Vietnamese EFL learners' support for or resistance to promoting learner autonomy within a 15-week, portfolio-based writing course.

The participants consisted of 35 second year English majors who were conveniently sampled. There were seven males and 28 females. The data were collected using semi-structured interviews and writing logs in this qualitative research and analyzed through content analysis. The findings showed three major factors (personal, academic, and external) supporting and resisting developing learner autonomy in the portfolio-based writing course.

Their study focused on supporting and resisting factors in promoting learner autonomy in the portfolio-based writing course in Pakistan and at the university level. The differences of this study were that this study focused on the EFL teachers' challenges and strategies in

promoting learner autonomy at the second-level level in Indonesia during the pandemic era.

9. Shahzad, Imtiaz, and Asgher's Study

From the teachers' perspective, Shahzad, Imtiaz, and Asgher's (2021) study examined the effectiveness of using learner autonomy in university-level English language classrooms. This study aimed to determine what roles language teachers can play at the university level while still fostering student autonomy.

The study used a combination of descriptive and qualitative methods. The data were gathered through a structured interview. The researchers developed a list of questions to elicit data during interviews with 19 ESL teachers. The respondents were drawn from the five universities in South Punjab. The interviews were transcribed and further analyzed using thematic categories developed in consultation with the teachers.

The study discovered that university teachers were generally aware of the concept of learner autonomy, which they used indirectly or directly in their classroom instruction. Teachers discussed various roles they can play to foster and utilize autonomy in the English language classroom. They asserted that by engaging in autonomous learning in an ESL context, students could acquire the English language naturally and effectively.

This study was different because it used semi-structured interviews instead of structured interviews, which they used. Additionally, their research examines the roles that language teachers can play at the university level while still promoting student autonomy, and this study examined the challenges and strategies faced by EFL teachers in Indonesia when promoting learner autonomy at the second-level level.

10. Chen's Study

Chen (2021) researched Using Scaffolding Materials to Facilitate Autonomous Online Chinese as a Foreign Language Learning: A Study During the COVID-19 Pandemic. He examined how international students of Chinese as a foreign language used embedded scaffolding materials to aid their learning in an online environment during the COVID-19 pandemic.

A total of 60 international students involved in the study were studying at a Chinese university. Online tutorials and individual interviews were used to collect data.

Chen's research found that scaffolding materials can increase international students' autonomy when learning Chinese online, which is a recursive process. When it came to cultural learning, scaffolding materials were less effective at promoting students' online learning autonomy. Students preferred teachers' assistance over learning about cultural elements.

The previous researcher examined learner autonomy from the perspectives of students and teachers in Asia, beginning with Indonesia, Saudi Arabia, Vietnam, Pakistan, South Punjab, and China. However, limited research has been conducted on teachers' challenges and strategies for promoting learner autonomy at the secondary level during the pandemic era. There has also been no study on the challenges and strategies that EFL junior high school teachers in Cilacap Regency face to promote learner autonomy. This research is necessary because Cilacap is also considered a part of Indonesia. Thus, the research contributed to filling the gap between the ideal condition of learner autonomy and its reality in the pandemic, both online and in limited face-to-face learning.

C. Basic Assumption

This research attempts to explore EFL teachers' challenges and strategies to promote learner autonomy. The term "autonomy" refers to the ability to control one's own learning. It includes the skills to control learning management, cognitive processes, and learning content. By being learner autonomy, they individually will take any information given to them, organize it, review it, and use it in a way specifically good for their learning. Moreover, they will be aware and responsible for their own learning. However, this skill is not innate but can be learned informally or formally. Formally, the teacher should teach how to become a learner autonomy. The teacher needs to help

them become autonomous and help them realize this not only for English learning but also for learning in general in life.

Teachers, on the other hand, should be aware of the factors that influence it, including learner motivation, metacognition, and the learning environment. The teacher is a component of the environmental factor and is critical in promoting learner autonomy. In helping students become learner autonomy, the teacher should shift his role from knowledge provider to facilitator, manager and organizer, and counselor. This requires teachers to be actively involved in the development of learner autonomy. A teacher is someone who has the knowledge to teach, knows how to teach, and knows how to help students become learner autonomy. Since students do not understand how to develop learner autonomy, the teacher should act as a bridge for them to do so.

However, teachers may encounter difficulties in promoting learner autonomy. It can be from the teacher himself, the students, the institution, or the environment. Moreover, many factors contribute to this issue. There are limited study deals with teachers' challenges and strategies in promoting learner autonomy in junior high schools in Indonesia. Thus, this study is an opportunity to fill the gap that exists today regarding EFL teachers' challenges and strategies from junior high school teachers' insights and factors in promoting learner autonomy in this current pandemic.