Asian Journal of
Islamic Studies and Da'wah

e-ISSN : 3025-4493
p-ISSN : 3025-5252

Index : Harvard, Boston, Sydney University, Dimensions, Lens, Scilit, Semantic, Google, etc

https://doi.org/10.58578/AJISD.v1i1.1829

AUTONOMOUS LEARNING IN ENGLISH CLASS

Nur Azizah & Absharini Kardena
UIN Sjech M Djamil Djambek Bukittinggi, Indonesia
nur17018@gmail.com ; absharinikardena@yahoo.co.id

Article Info:

Submitted:	Revised:	Accepted:	Published:
Sep 10, 2023	Sep 14, 2023	Sep 17, 2023	Sep 20, 2023

Abstract

In the Indonesian educational system, autonomy has been demanded to be promoted in the teaching and learning process of recent curriculum implementation. Unfortunately, it cannot be denied that learner autonomy still poses a challenge to be implemented in Indonesia since the teaching-learning process still was dominant. Therefore, it is essential to explore students' problems with learner autonomy. This study used descriptive quantitative study through the questionnaire as the students' data collection method, to explore students' problems with autonomous English Learning. Ninety one students from one of MAN in Agam were involved to elicit their problems on autonomous English learning. Furthermore, this finding showed that the students have problems with autonomous English learning. This study found problems of students in autonomous English learning which were (1) developing the target language into a separate reference system and being willing to revise and reject hypotheses and rules that do not apply, (2) willing to take risks, (3) and good guessers. On other hand, the study showed four indicators were low problematic. There were (1) The students should have a tolerant and outgoing approach to the target language, (2) The learners take an active approach to the learning task at hand, (3) Autonomous learners have insights into their learning styles and strategies, and (4) The learners try to be proactive in developing their ability in English by seeking external knowledge. The learners who try to be proactive in developing their ability in English by seeking external knowledge are the least students who answered.

Keywords: *Autonomous, English, Problem, Students*

AJISD Journal is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

INTRODUCTION

Nowadays, learner autonomy is an important thing in the education field, because the government issued regulations regarding the implementation of the 2013 curriculum. This curriculum applied learner autonomy in the learning process. The students have been trained to be independent students and not depend on the teacher. The government required teachers to introduce and apply this learning system to students in public and private educational institutions.

According to the ministry of education and culture republic of Indonesia regulation article 4 no. 160 concerning the enactment of the 2006 curriculum and the 2013 curriculum which states that "the basic education and secondary education units can implement the 2006 curriculum at the latest up to the 2019/2020 school year". The government invited the elements of education to apply learner autonomy in the implementation of the 2013 curriculum. It means that the schools or educational institutions have to implement the 2013 curriculum with optimal readiness. The teacher must promote and introduce the learner autonomy system in the learning process, especially in English instruction. The teachers as government agencies also tried to implement this system by issuing the law listed above regarding the enactment of the 2013 curriculum.

Afterward, the curriculum has some purposes in the education world, the purpose of universal education will reach three main types of values, namely Autonomy, which gives individuals and groups the maximum awareness, knowledge, and ability so that they can manage their personal and collective life to the greatest possible extent. Equity, enable all citizens to participate in cultural and economic life by covering them with an equal basic education. Survival, permit every nation to transmit and enrich its cultural heritage over the generation but also guide education towards mutual understanding and towards what has become a worldwide realization of common destiny.

The curriculum aims to shape the character of students who internalize the main values of strengthening the characteristics of education such as religion, nationalism, independence, cooperation, and integrity in each learning carried out. This is a big enough challenge for teachers because Indonesian students are already familiar with the teacher center learning system, namely students looking for, gathering, and discussing material related to the learning carries out. This requires students have been more independent in learning, especially in English subjects. Then, Putri & Kardena (2022) present that the curriculum was essentially constructed in the typical forward manner with an emphasis on

the subject content and second The goals of the education program were laid out in terms of abilities in areas such as knowledge, skills, as well as autonomy and responsibility.

Furthermore, learner autonomy has become a major area as a complicated capacity that potentially has a great impact on personal growth. Learner autonomy learned entirely on their own and determined the direction of their own learning. Learner autonomy is the ability to take charge of one's own learning. This concept is promoted by Holec in Palfreyman and Smith's (2003) book about Learner Autonomy Across Cultures. Meldia & Melani (2022) reveal that supposed to teach English in junior high school is expected to prepare students for a functional capacity and they are competent in oral and written communication in English to meet their daily needs. As a result, the authority must affect the learning mechanism.

In other word, learner autonomy has the aim to increase the ability of students without control from the teachers. This concept describes that the students have to do student center in the classroom, and they must be more active than the teacher. The students have to prepare strategies or activities that will be applied by them. The learners are desired to learn English by their pretension. In this context, pretension means that the learners have their own-self guidance to be capable of their knowledge outside and inside of the classroom.

Based on Everhard and Murphy in Melani (2020), A well-known definition of autonomy is the ability to take charge of one's own learning. Later this concept is further elaborated, and autonomy is widely considered something that cannot be described as a single behavior. Thus it has a multidimensional construct. Also, Puteri & Safitri (2021) state that Learner Autonomy (LA) is the ability of the learners or students in arranging, developing, and handling their own learning activity. It is also known as autonomous learning refers to the ability of the learners to take charge of their own learning by making themselves capable of making their own decision in determining learning objectives, defining the contents and his progress, selecting methods and techniques, monitoring the procedures of acquisition, and evaluating what has been acquired. Since English language learners in Indonesia are EFL learners, autonomy is a potential capacity that needs to be developed in learners themselves.

According to Rathbone in the thesis of Sari (2012), the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to

happen. Learning is seen as the result of his own self-initiated interaction with the world. While Rousseau cited in Candy regards the autonomous learner as someone who is obedient to a law that he prescribes to himself. This means that students must take responsibility for themselves. They must be able to place themselves, when to study and when not, both in the classroom and outside the classroom. Not only that they must have their own way to learn independently without having to depend on the teacher and always be controlled by the teacher.

Perceived as the concept which entails that learners set their own goals and develop their own standards, learner autonomy does not mean the mere pursuit of learning activities without a teacher. Learner autonomy is learners who were able to define what they really want, or what interests them. This implies the ability to conceive learning goals, policies, and plans, and to form purposes and intentions independently of any pressure from others. It also implies that the teacher's role is to do the groundwork for students in order to help them achieve the above and thus develop learner autonomy. Rogers state that, the evaluation of one's own learning is one of the major means by which self-initiated learning becomes also responsible learning. It is when the individual has to take responsibility for deciding what criteria are important to him, what goals must be achieved, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his directions.

It means that the students should take control of their own learning, they have to decide the good and the bad for their learning. The teachers help students to activate their willingness and ability to work independently. Learning strategies and independent work help the student to be an autonomous learner. The creation of their own self-meanings helps them to increase their autonomy.

According to Dardjowidjojo in Rahmadhiyah and Lengkanawati (2019), learner autonomy might work very well in western contexts but not in Indonesian contexts because of the standard norm in Indonesian culture in learning such as the principles of total obedience, the unquestioning mind, the concept of elders-know-all, and the belief that teachers can do no wrong. While Indonesian students have embedded the mindset that the older know everything so students have the belief that teachers never wrong and make a mistake. In addition, some teachers find out difficult to trigger students to participate and begin students' own learning during the teaching and learning process. This is caused by the attitude of independent learning that cannot be applied properly in some schools in

Indonesia which makes students only recipients who always rely on the teacher for what must be learned and how.

As a result students often cannot see their needs in learning English and most of the students are less enthusiastic and less eager to take the opportunity in learning English. The above issues seem to be the reason that learners' autonomy rarely applies in Indonesian classrooms. However, teachers must promote and implement the 2013 curriculum that suggests learners' autonomy in their classrooms.

Afterward, Meldia & Zakir (2016) report that the incorporation of Information and Communication Technology (ICT) as a learning concept in English language teaching and learning, with the aim of fostering students' learning autonomy and communicative development, is one of the issues in Indonesia's 2013 Curriculum. Due to a lack of resources, resources, and qualifications to integrate the new concept in the learning process, teachers' views and attitudes about its implementation tend to be non-linear with the aim.

Nugraheni (2009) reveals that definition of learning autonomy there is an agreement that autonomous learners understand the purpose of their learning program explicitly accept responsibility for their learning, share in the setting of learning goals, take initiative in planning and execute learning activities and regularly review their learning and evaluate its effectiveness. Having the same idea as Dafei, Dam argues that adds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and set goals, chooses materials, methods, and tasks, exercises choices and purposes in organizing and carrying out the chosen task, and chooses criteria for evaluation. These perceptions explained that learner autonomy has several characteristics like as, the students should take responsibility for the aim and purpose of their learning, take some exercises and share their idea with each other, and take the strategy on how to evaluate their learning. They are more active than teachers and have the initiative in planning and reviewing their learning.

Therefore, Nunan in Nugraheni (2009) explains that autonomous learners principally are able to self-determine the overall direction of their learning, become actively involved in the management of the learning process, and exercise freedom of choice in relation to learning resources and activities. He agrees with Dafei's and Dam's opinion that learner autonomy has the characteristics that students have freedom in determining goals, processes, strategies, learning styles, material, material review, and evaluation process. They

also have freedom and responsibility for their learning process. They can choose their material and the purpose of the lesson.

However, Omaggio in Thansoulas (2021) states that there are seven characteristics of autonomous learners. Have insight into their learning styles and strategies, active approach to the learning task, willing to take the risk, good guessers, proactive in developing ability in English, revise and reject hypotheses and rules that do not apply, and tolerant and out-going approach. 2013 curriculum aims to shape the character of students into independent students. Omaggio argues that the seven characteristics of students above are criteria for autonomous learners. From the character of learner autonomy above, several indications of the problems were found in the implementation of the 2013 curriculum.

Besides, the writer conducted a preliminary study by using interviews on September 24th, 2021 with 10 students and 1 teacher in one of MAN in Agam. The first problem, most of the students still depend on the teacher about what they will do and how to do that. They did not rely on teachers and were active in the application of learning which can also be called a learner centered-system. However, the teacher stated that the school uses the 2013 curriculum that basically forms the character of independent students. The students also said that the school uses the 2013 curriculum that basically forms the character of independent students. The teacher gives some materials and tasks but some students didn't do the task because they do not understand the material given by the teacher. The teachers said that the students actually want to be active in English lessons but they didn't want to do it because they can't speak English which makes them don't want to try to do it. Lack of facilities and infrastructure in schools such as books and teaching materials causes the students to become less concentrated on learning English. Thus, the students still depended on and only wait for the teacher.

The second problem, based on the study interview with some students, students were perceived as afraid to make a mistake when the students tried to do the task. Opinion of the student, students said that if the students were afraid to make the mistake they would be ridiculed by the other students. Whereas in the 2013 curriculum students were required to dare to take the risk. It is not wrong if the students make mistakes, there are other learnings that would be taken such as mental training to make students braver in facing challenges. However, they are afraid to make a mistake before they try to do it.

Moreover, related studies are important because they will give preference to complete the study. Then the aim of learner autonomy studies is to know the difference

between previous studies and studies that will do in order to study. In brief, there are several studies related to the application of learner autonomy as the discussed expert.

Firstly, Wulansari, et. al., (2014) in their journal who has been studying autonomous learners in seventh grade at a junior high school, gave the students several questions to find out whether students were autonomous learners or not. They found that most of the students were autonomous learners. Although not all students were autonomous learners, the results of the study show that more than fifty percent of students were autonomous learners.

Furthermore, Widayanti (2020) from Widya Dharma Klaten University conducted a study on the two sides of Learner Autonomy in English. The main objective of this thesis is to explain some important points of learner autonomy in English language learning, especially the two sides of learner autonomy. The teachers concerned with teaching and students have more portions in learning. The development of autonomous learning for the students implies better language learning since the learners will be the main element in the learning process.

Then, Sari (2012) from Yogyakarta University about a study on Empowering The Students' Autonomous Learners to Improve Their English Skills. Based on the study, she found the result shows that autonomous learning through Self-discovery improved the learners' self-investment that affects their learning achievement on language skills in the English learning process. Self-discovery activities facilitated the students to improve their self-investment and reading skills, while the Jigsaw activity itself improved the students' language skills in speaking, listening, and writing. The improvement of students' self-investment affected their learning achievements in language skills. It can be seen in the improvement of their mastery of language aspects such as the mastery of vocabulary, grammar, pronunciation, etc., which are integrated with their four basic skills: listening, speaking, reading, and writing.

In addition, Nugraheni (2009) from Sanata Dharma Univesity of Yogyakarta conduct a study on students' perception of autonomous learning in Extensive reading. From a number of questions and a number of interviews he conducted, she found that most students responded positively to the application of learner autonomy in extensive reading. Only a small part of the community thinks that everything has to be arranged by the teacher or lecturer.

All writers focused on autonomous learner applications. Although they have several common points, the focus of their study is very difficult. First, Sari conducted a study investigating learner autonomy implementation. This study showed that not all of the respondents are autonomous learners. But almost all of them apply learner autonomy. Furthermore, Widayanti from Widya Dharma Klaten University conducted a study on the two sides of Learner Autonomy in English. The focus of her study is the sides of learner autonomy, the advantages, and disadvantages of autonomy. The study showed that Autonomy in English language learning is a process. It is not a product that many students seek today. It is impossible to teach learners everything they need to know in class so the class activity should be driven to the development of learner autonomy. To be able to follow the development, language learners should learn continuously whether there are some advantages and disadvantages of learner autonomy. Being an autonomous learner has a parallel relation with the awareness of one's responsibility as a member of society.

Then, Sari conducted a study about empowering the students to increase their skills in English. This study showed that they were still monotone in the teaching-learning activities. Jigsaw activity can improve their skills in English. Based on her study, she discovered that Jigsaw activity can make English skills better. Nugraheni conducted a study that showed that using autonomous learners in extensive reading. In this study, she found that some students can give positive responses to autonomous learning. Only a few of them still be monotone and give a negative response.

In line with previous studies, this study also conducted a study related to autonomous learning in English class. In contrast, this study focused on conducting a study about students' problems with autonomous English learning in one of MAN in Agam. Meanwhile, this study is needed to explore especially how the problem of autonomous learning in English class, so it is important to explore more about autonomous learning in English class. Then, this result gives significance for the teacher to enhance and face the problems related to autonomous English learning. Therefore, this study aimed to find out students' problems with autonomous English learning.

METHODS

In conducting this study, the writer used descriptive quantitative. A descriptive study is included in one type of study that was quantitative which makes a description of the phenomenon of education. This study aims to determine the students who used learner autonomy in the 2013 curriculum implementation. The writer only analyzed and make a description of students who use learner autonomy in the learning process. Therefore, descriptive quantitative study is the type of study that is most related to the purpose of this study. It was done because by using this study design, the writer could describe using of learner autonomy in the implementation 2013 curriculum and students' and teachers' problems in using it.

Population and Sample

The population was all eleventh-grade of students in one of MAN in Agam. This study chose eleventh grade because the eleventh grade was still in the transition period from junior high school to senior high school. While the twelfth grade carried out the graduation exam, the selected sample was the entire eleventh grade. The writer selected the sample for this research by total sampling. The reason for taking total sampling was according to Arikunto, the writer used total sampling if the amount of population is less than a hundred, so it was better to take the entire sample. In contrast, if the study is more than 100 respondents, took 10% to 25%. The population of this study was less than 100 students. It was only 94 students in one of MAN in Agam. Therefore, the writer took all of the students in the population as the sample of the study.

Instrument

The writer used a questionnaire to collect the data. The students were given some statements in a questionnaire and the students checked the answer and chose always, often, sometimes, seldom, or never, we can say closed questionnaire. An explanation of the indicator can be seen as follow.

Table 1. Indicators of Instrument

No	Indicators	Sub-Indicators
1	Autonomous learners have insights into their learning styles and strategies.	- Learning strategies a. Cognitive b. Metacognitive c. Affective

2	The learners take an active approach to the learning task at hand.	- Active at learning task
3	They are willing to take risks, for example, to communicate in the target language at all costs.	- Willing to take risks
4	They are good guessers.	- Good guessers
5	The learners try to be proactive in developing their ability in English by seeking external knowledge.	- Developing their ability
6	The students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.	- Develop the language to separate the reference system - Revise the rules and hypotheses do not apply - Reject the rules and hypotheses do not apply
7	The students should have a tolerant and outgoing approach to the target language.	- Tolerant - Outgoing approach

Data collection

In collecting the data, the writer distributed the questionnaire to the students which was related to the problems in learner autonomy during the 2013 curriculum implementation. After that, the students filled out the questionnaire for 25 minutes. Then, the students submitted the answer sheets to the writer. Finally, the questionnaires were analyzed based on the indicators.

Data analysis

The data was analyzed by using some steps after the data were collected. First, the result from the data then measured by using the Likert scale. Second, the writer analyzed the students' answers to the questionnaire. Third, tabulating the students who had problems with learner autonomy based on the questionnaire and made their percentages. Then, after getting the data, the writer found out the percentage of the items (Blaikie, 2003). The last, the writer made the conclusion of the result following the table of interpretation.

RESULTS AND DISCUSSION

From the finding of this study, there were several findings found in this study related to the students' problems with autonomous English learning such as Autonomous learners have insights into their learning styles and strategies, take an active approach to the learning task at hand, willing to take risks, good guessers, proactive in developing their ability in English by seeking external knowledge, develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply, and tolerant and outgoing approach to the target language. Based on the result of the questionnaire, it can be seen that several students' problems with autonomous English learning. The explanation can be seen as follow.

Table 2. Average of Students' Problems with Autonomous English Learning

No	Indicators	Total Score	Mean	Categorized
1	Autonomous learners have insights into their learning styles and strategies.	6.021	57,95%	Low
2	The learners take an active approach to the learning task at hand.	1141	57,05%	low
3	They are willing to take risks, for example, to communicate in the target language at all costs.	536	53,6%	Problematic
4	They are good guessers.	551	55,1%	Problematic
5	The learners try to be proactive in developing their ability in English by seeking external knowledge.	290	58%	Low
6	The students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.	824	53,47%	Problematic
7	The students should have a tolerant and outgoing approach to the target language.	569	56,9%	Low

From the table above, it was clear that the first indicator, which was about autonomous learners had insights into their learning styles and strategies. The table showed that 6.021 total scores of students answered. The mean of the first indicators on autonomous English learning was 57,95% which was categorized as low. It means that the first indicator was low problematic for autonomous English learning.

The second indicator about the learners took an active approach to the learning task at hand. The table showed that 1141 total scores of students answered. The mean of the second indicator on autonomous English learning was 57,05% which was categorized

as low. It means that the second indicator was low problematic for autonomous English learning.

The third indicator was willing to take risks, for example, to communicate in the target language at all costs. The table showed that 536 total scores of students answered. The mean of the third indicator on autonomous English learning was 53,6% which was categorized as enough. It means that the third indicator was enough problematic for autonomous English learning.

The fourth indicator was good guessers. The table showed that 551 total scores of students answered. The mean of the fourth indicator on autonomous English learning was 55,1% which was categorized as enough. It means that the fourth indicator was enough problematic for autonomous English learning.

The fifth indicator was the learners try to be proactive in developing their ability in English by seeking external knowledge. The table showed that 290 total scores of students answered. The mean of the fifth indicator of autonomous English learning was 58% which was categorized as low. It means that the fifth indicator was low problematic for autonomous English learning.

The sixth indicator was the students developed the target language into a separate reference system and were willing to revise and rejected hypotheses and rules that did not apply. The table showed that 824 total scores of students answered. The mean of the sixth indicator on autonomous English learning was 53,47% which was categorized as enough. It means that the sixth indicator was enough problematic for autonomous English learning.

The last indicator was the students should have a tolerant and outgoing approach to the target language. The table showed that 569 total scores of students answered. The mean of the sixth indicator on autonomous English learning was 56,9% which was categorized as low. It means that the seventh indicator was low problematic for autonomous English learning.

In conclusion, it was found 3 indicators of autonomous English learning that categorized as problematic enough on autonomous English learning. There were willing to take risks, good guessers, and develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.

Kardena et al. (2022) reveal that each of the problems was caused by several factors. Because of that, it was important to search out the causes of those problems. There were several indicators that became the student's problems with autonomy. They are

learning style preference is one aspect of learning styles, which refers to the choice of one learning situation or condition over another. Students learn in different ways from each other. They often choose to use what has become known as a preferred learning style. Therefore, every language learner should be aware of their learning style preferences to create a good atmosphere in learning English. This finding was also supported by the answer from the students on their questionnaires sheet which stated that this problem was low problematic in autonomous English learning.

The learners' problem takes an active approach to the learning task at hand. Students learn best when learning is active: When they are mentally involved when they engage in hands-on activities when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information. This finding was also supported by the answer from the students on their questionnaires sheet which stated that this problem was low problematic in autonomous English learning.

In addition, the problem of willingness to take risks, for example, to communicate in the target language at all costs. Thompson states that while having self-confidence is not an essential requirement initially, it is directly related to being willing to make mistakes and take risks. The students who are able to convince themselves that mistakes are not horrific things and that nothing bad will happen to them, quickly build up their confidence. This helps them to answer questions in class, to take more risks, and to enjoy the experience more. This finding more answered by the students on their questionnaires sheet which stated that this indicator was problematic in autonomous English learning.

Afterward, the problems are based on the guessing meaning. Good language learners are also good guessers. They must have the skill to use clues effectively, and make justifiable inferences. The clues can be in context, situation, explanation, trial and error, or translation. This finding more answered by the students on their questionnaires sheet which stated that this indicator was problematic in autonomous English learning.

Besides, the problems were on to be proactive in developing their ability in English by seeking external knowledge. Learners' proactive was contributed to enhancing the effectiveness of their own learning, essential in developing skills in learning how to learn. This finding was least answered by the students on their questionnaires sheet which stated that this indicator was low problematic in autonomous English learning.

After that, the problems on develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply. Learners must always monitor their own speech and others', to attending how well their speech is being received. This is also to prepare them to attend to both from and content when learning a language. To be successful language learners, they should always think in the target language by developing a separate reference system for them to revise their language learning. This finding was most answered by the students on their questionnaires sheet which stated that this problem was problematic in autonomous English learning.

Moreover, the problems on students should have a tolerant and outgoing approach to the target language. The student who has a high tolerance for ambiguity, are willing to guess at the meaning, and do not need to know 'right now', are better language learners. Learners are willing to negotiate meaning with their partners, are comfortable with guided discovery tasks, and can wait to discover the answer until after they have first tried it. This finding was also supported by the answer from the students on their questionnaires sheet which stated that this problem was low problematic in autonomous English learning

After that, Adianingrum (2017) also report that the result of her study was expected as a consideration for the lecturers to be more aware of the learners' readiness in developing autonomous learning in their language teaching and learning process. However, the surrounding environment of the students greatly affects their motivation to be autonomous. They are mostly independent learners in case of determining learner objectives and evaluating what has been acquired. For selecting the method to learn and progression in learning, they are still dependent on the lecturer although they argue that the lecturer should only help and guide them a little in order to give them space to learn by themselves.

Furthermore, Agustina & Fajar (2018) also state that the success of English language education 4.0 depends also on students' readiness to be more independent or autonomous in their English learning. Our qualitative study has revealed that students in the English education department still have difficulties maintaining their autonomy level in learning. Learner autonomy is dynamic in the way that its level keeps changing. This may turn into a particular challenge for the enactment of English language education 4.0 if the students are not equipped with the skills to maintain their autonomy level in their English learning.

Meanwhile, Begum (2019) declares that although university teachers are acquainted with what learner autonomy means, there are some challenges to developing learner autonomy in the classroom due to a number of lacking, such as teacher's preparation, students' reluctant attitude, suitability for different disciplined students and class timing. Beside, Khotimah et al., (2019) explain that autonomous learning was held by both teachers and students, but they still had an inadequate understanding of what autonomous learning concepts are. In terms of exposing students to autonomous learning, teachers possess highly-driven endeavors.

In addition, Zhang (2020) adds that his study was conducted in an attempt to investigate the difficulties in teaching and learning English. First, students face significant segmental and suprasegmental problems in their English. Second, the-suprasegmental problems are more complicated, and the problem-causing factors include communication anxiety. The findings theoretically prove the effectiveness of the mechanical practice while giving some suggestions for new teaching methods for English study. To achieve the goals of this study, much hard work was done by the participating subjects in this study. Yet, despite its many useful findings, the present study suffers from a few flaws.

Furthermore, Ariebowo (2021) found that students were basically aware of their learning objectives that corresponded positively to the curriculum developer's objectives. Their preferences in online learning showed how autonomous they were as English learners. However, some findings from the documentation indicated criticism of the teachers that revealed another learner autonomy level.

Similar to the other writers, Khulaifiyah et al., (2021) reveal that the students perceived autonomous learning as fully independent learning, a learning situation with their own target, style, and strategies without teachers' assistance or without interference from outside parties or anywhere else. The activities students proposed include getting assignments, getting the course outline, getting what students need, having guidance, getting innovative and creative tasks and activities, getting motivation, having feedback, having rewards along with getting a warning, having a negotiation, having references of material, sharing experiences, checking students' performance, having an innovative project and getting regular measurements, doing negotiation, and doing publishing work. Yet, getting assignments is the proposed activity in all processes of learning. This study concludes with suggestions for teaching and learning programs that students' metacognitive knowledge about autonomous learning need to be improved since it enhances students'

competency and learning autonomy, primarily in monitoring and evaluating along with teachers' support at all stages.

Afterward, Zhang (2021) notices that learners' autonomy has changed many aspects of society. At the same time, Learners' autonomy has become one of the most popular issues in education, especially in language learning. A large number of countries come to realize the importance of the learner's autonomy in colleges and the significance of mastering the knowledge and basic skills of it in education. China is no exception. Since China has a considerable amount of English learners, more and more teachers, experts and organizations begin to pay attention to learners' autonomy in the language teaching and learning process, which has been regarded as some kind of improvement and reform in the field of education. Therefore, research on learners' autonomy toward learning English as a foreign language among college students in China is very important.

In line with other writers, Kardena (2022) also found that the problems in fostering autonomous learning in EFL classes lie in 4 reasons: time availability, teachers' creativity and competence, materials resources, and class size. The finding strengthens that all elements in the educational system should be ready to run autonomous learning, which involves the readiness of teachers, students, institutions, and the government to support the implementation of autonomous learning in EFL classes.

After that, Negi & Laudari (2022) reveal that students' over-dependence on their teachers and teachers seemed to spoon-feed their students during their instructional practices. This research suggests how learner autonomy can be fostered in the actual instructional practices which can be of interest to the teachers, material designers, policymakers, and researchers working on developing the proficiency level of English language learners in remote and resource-poor areas

According to Pondalos et al., (2022), to emphasize the effectiveness of the implementation of autonomous learning in class, always let students explore more about the materials that they are interested in. Providing them with some applications, websites, or any additional tools will help students to find the materials easily. Besides that, the teacher needs to become a facilitator for students that will guide them while understanding the materials. Although we ask and train them to become autonomous learners, it does not mean letting them be. Teachers need to facilitate, guide, and monitor students to achieve the best result of autonomous learning.

Moreover, Solihat et al., (2022) also reveal that semi-autonomous learning is implemented in the process of English Language Teaching (ELT) in this pandemic situation by using zoom, WhatsApp group and Moodle platform as the media of teaching and learning process. Second, students are aware of and understand autonomous learning, but most of them still difficult to implement autonomous learning in their learning process. Therefore, it is concluded that the implementation of autonomous learning in high school is not optimal/maximum yet because of many obstacles faced by both teachers and students.

CONCLUSION

To sum up, the students still faced problems with autonomous English learning. Most of the students still have problems with items sub-indicator of learner autonomy. Then, the problem is "willing to take risks". The second problem problematic faced by students in autonomous English learning based on the study was about "good guessers". The third problem problematic faced by students in autonomous English learning based on the study was about "developing the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply". It means that most of the students still have problems with autonomous English learning.

REFERENCES

Adianingrum, E. K. (2017). Learner autonomy in language learning : English education students ' attitudes. *Conference on Language and Language Teaching*, *1999*, 473–478. https://semnas.untidar.ac.id

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.

Ariebowo, T. (2021). Autonomous Learning during COVID-19 Pandemic: Students' Objectives and Preferences. *Journal of Foreign Language Teaching and Learning*, *6*(1), 56–77. https://doi.org/10.18196/ftl.v6i1.10079

Begum, J. (2019). Learner Autonomy in Efl/Esl Classrooms in Bangladesh: Teachersâ€™ Perceptions and Practices. *International Journal of Language Education*, 12–21. https://doi.org/10.26858/ijole.v1i1.6397

Blaikie, N. (2003). *Analyzing Quantitative Data*. SAGE Publication.

Creswell, J. W. (2009). *Educational Research Planning, Conducting and Evaluating Quantitative research*. Pearson Merill Prentice Hall.

Kardena, A. (2022). Problems Behind Fostering Autonomous Learning During Implementing Learner-Centered Instruction Paradigm In EFL. *PANYONARA: Journal of English Education*, *4*(2), 218–234. https://doi.org/10.19105/panyonara.v4i2.6754

Kardena, A., Meldia, P., Putri, E. S., & Annisah. (2022). Causes of Problem during Implementing Learner-Centered Instruction (LCI) Paradigm in EFL Classroom. *Journal of English Department*, *02*(02), 89–98.

Khotimah, K., Widiati, U., Mustofa, M., & Faruq Ubaidillah, M. (2019). Autonomous English learning: Teachers' and students' perceptions. *Indonesian Journal of Applied Linguistics*, *9*(2), 371–381. https://doi.org/10.17509/ijal.v9i2.20234

Khulaifiyah, Widiati, U., Anugerahwati, M., & Suryati, N. (2021). Autonomous Learning Activities: The Perceptions of English Language Students in Indonesia. *Pegem Egitim ve Ogretim Dergisi*, *11*(3), 34–49. https://doi.org/10.14527/pegegog.2021.00

Meldia, P., & Melani, M. (2022). An Analysis of Formative Assessment in Teaching English Used. *PANYONARA: Journal of English Education*, *4*(2), 190–204. https://doi.org/10.19105/panyonara.v4i2.6806

Meldia, P., & Zakir, S. (2016). Integrating ICT in EFL Classroom. *Anglo-Saxon: Jurnak Ilmiah Program Studi Pendidikan Bahasa Inggris*, *13*(1), 119–129.

Pondalos, E. C., Saputri, N. E., & Pratiwi, T. L. (2022). Promoting Autonomous Learning Through Online Discussion. *Journal of English for Academic and Specific Purposes (JEASP)*, *5*(1), 303–310. https://doi.org/10.18860/jeasp.v5i1.16582

Puteri, T. Y., & Safitri, L. (2021). English Language Lecturers ' Perception About Learner Autonomy. *Journal of English Language and Education*, *6*(2), 276–281.

Putri, E. S., & Kardena, A. (2022). Curriculum Approach used in Teaching English: A Case Study. *JADEs Journal of Academia in English Education*, *3*(2), 236–251.

Singh Negi, J., & Laudari, S. (2022). Challenges of Developing Learner Autonomy of English as a Foreign Language (EFL) Learners in Underprivileged Areas. *International Journal of Research in English Education*, *7*(2), 65–80. https://doi.org/10.52547/ijree.7.2.65

Solihat, D., Asikin, N., Thamrin, N., Fadhly, F., & Febriyanthi, S. (2022). The Implementation of Autonomous Learning in English Language Teaching (ELT). *UNISET*, 1–5. https://doi.org/10.4108/eai.2-12-2021.2320223

Wulansari, F., Yufrizal, H., & Hasan, H. (2014). *Analyzing Autonomous Learning At First Grade Of Junior High School Students*. 1–13. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjZ9Pb1yPH8AhXHTmwGHRv1CmsQFnoECBEQAQ&url=https%3A%2F%2Fmedia.neliti.com%2Fmedia%2Fpublications%2F194498-EN-none.pdf&usg=AOvVaw0kOcZgw7ZaG-ulXtYwjBPU. Retrieved on 23 December 2022.

Zhang, G. (2020). How to Train Students ' English Autonomous Learning Ability Effectively. *Frontiers in Educational Research*, *3*(4), 67–70. https://doi.org/10.25236/FER.2020.030416

Zhang, H. (2021). A new decade for social changes. *Technium Social Sciences Journal*, *23*, 103–113.