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EFL TEACHERS' PERSPECTIVES ON LEARNER AUTONOMY

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Abstract
Teachers have a central role in fostering learner autonomy and their views regarding learner autonomy are essential. They should maintain the learning environment and activities to support LA. This research aimed to find out teachers' attitudes towards their roles and learning practices to support LA. A questionnaire was administered to 19 teachers who are studying for a Masters degree at UPI. It is found that teachers rated their responsibilities in choosing classroom activities and evaluating students' progress at the highest point. However, they viewed students' decision making abilities in choosing learning objectives and evaluating their learning at the lowest score. Furthermore, the activities which teachers often recommended to are listen to English songs, read books and use the internet. It can be concluded that teachers have a strong belief towards their roles in LA. Even though they are already conscious about the importance of LA, it should be implemented into practice.
Keywords: Learner autonomy, autonomous learners, teacher's perception.

INTRODUCTION

The spoon-feeding technique in learning process and the excessive reliance on teachers become the factors of students' passiveness in learning. As the results, students have limited time to speak and have less chance to choose their own learning. The importance of developing learner autonomy becomes an important consideration in teaching and learning. It relies on students centered method where the students are involved in decision making process. Helping English language learners to be autonomous is one of the fundamental duties of foreign language educators. Murphy (2008) stated that learners will get the benefit from autonomous learning, where the learners' involvement in decision making makes learning more purposeful and

increases motivation (Dam, 1995; Dickinson, 1995, Little 2007; Smith, 2008). Teachers play an important role in fostering learner autonomy. Dam (2003) stated that it is largely the teachers' responsibility to develop learner autonomy in guiding the students to be involved in planning, monitoring, developing and evaluating their learning. Teachers' commitment and beliefs are essential in the aspect they will create classroom environment as well as activities outside the classroom to foster learner autonomy. Borg and Al-Busaidi (2012) suggested that the degree of learner autonomy in language learning is determined by teacher's beliefs about the concept of learner autonomy. Although learner autonomy and its implications for teaching and learning have been

researched, teacher's voices have been paid little attention to. Therefore, it is important to explore the teachers' perception towards learner autonomy as well as the activities that support learner autonomy. This study aimed to find out teachers' attitudes towards their roles on learner autonomy and the students' actual autonomous language learning practices recommended by their teachers.

Definitions of Learner Autonomy

Learner autonomy derives from the assumption that knowledge involves the active construction of meaning by the learners in learning process. There are different perspectives regarding the definition of learner autonomy over the years. Learner autonomy is generally regarded as defining characteristics of all sustained learning that attains long-term success (Little, 1996). The most widespread definition about learner autonomy put forward by Holec (1981) as cited in Nunan (1997) which states that learner autonomy is the ability to take charge of students' own learning. Learner autonomy means that students have the choice to reach their goals. It is line with Crabbe (1993) who emphasized the learners' freedom to find some ways in implementing their own choices. Furthermore, according to Benson and Voller (1997), the term learner autonomy is considered to be used in following five modes: "situations in which learners entirely study on their own; the skills that can be applied in the self-directed learning; an inborn capacity which supported by institutional education; the learners' responsibility for their own learning; and learners' to choose the direction of their own learning".

On the other hand, Dickinson (1987) defined learner autonomy as the situation in which learner is totally responsible for all the decisions concerned with his learning and the implementation of those decisions. Benson (2001) rejected the previous term about the fully independence of the teacher in LA. He stated that the students could not become fully autonomous unless they have the ability to negotiate for the right to make decisions about and take responsibility for their learning. Dam (1995) found that autonomous learners have the capacity to make the decisions, act independently, take charge of their own learning and are motivated by their learning.

Teacher's roles in promoting Learner Autonomy

The roles of teacher in fostering and promoting learner autonomy are essential. Benson (2008), Coterall (1995), Little (1990) and Oxford (2003) stated that the role of teacher is central to the development of learner autonomy. Voller (1997) claimed that teachers' main role is to facilitate learning and associated this role with teacher's personal qualities, as well as with technical support. Teachers' roles are as the counsellors and resources for students' learning. Without teachers' counsel and guides, the whole process will result in low proficiency or even fall into disorder (Yan, 2012).

There are three roles in promoting learner autonomy according to Voller (1997) and Little (2004), as facilitator, a counsellor and a resource. As a facilitator, the teacher help the learners to carry out their own learning by setting the objectives, materials and evaluate their learning, etc. As a counsellor, the teacher gives advice to the students in order to learn efficiently. As a resource, the teachers provide learners with information if it is necessary. However, Sheerin (1997) pointed out that the teacher should be conscious about the independent learning so that they can prepare and support all learners on the path towards greater autonomy by the teachers.

There have been many researches regarding teacher's perception towards

teacher's perception on learner autonomy. Borg and Al-Busaidi (2012) findings showed that teacher's positive attitudes towards learner autonomy and their less optimistic views about the feasibility to promote learner autonomy in practice. Reinders and Lazaro (2011) stated that there is positive attitude towards learner autonomy, but they are not sure that their students understand the importance of being autonomous learners, hence, they lack of skills and were reluctant to learn independently. Barillaro (2011) investigated teacher's perception about learner autonomy in language learning. The results showed that teachers stated that they are responsible for decisions about teaching and language-related issues inside the classroom. Najmah et al (2015) explored teachers; practices in promoting learner autonomy in Iranian EFL teachers. She found that teachers had positive attitudes towards learner autonomy and they had implemented some strategies to create autonomous learning.

Although research in second or foreign language has been conducted, much additional research must be done with language learning, especially focusing on learner autonomy. In order to foster learner autonomy more effectively, the teachers' perceptions regarding their roles in learner autonomy and the actual language learning practices for the learners are important. As the purpose of this study to investigate teachers' perceptions of learner autonomy, it seeks to find the answer to the following research questions.

1. How are the teachers' perceptions of their roles in promoting learner autonomy?
2. What are actual autonomous language learning practices recommended by the teachers?

The findings of this research are expected to give significant contributions for the teachers to know their roles in fostering learner autonomy as well as its activities so that they can help students gradually become independent learners. The findings would also provide guidance for curriculum development, material revisions and inform classroom practice.

The reports on teacher's perspective in numerous countries have been conducted and published. Chan (2003) explored the teacher's perspective on learner autonomy in Hongkong. The findings suggested that majority of teachers felt that they were 'mainly' responsible for all the processes with the exception of: make sure students make progress outside class and decide what students learn outside class. Most teachers felt that they had major responsibilities for the following activities: Identify students' weaknesses, choose what materials to use, choose what activity to use, stimulate students' interest in learning English, evaluate students' learning and make sure students make progress during lessons. Meanwhile, the teachers' perception of students' decision-making abilities showed that most teachers rated their students' decision making abilities to be alright for almost all of the items, except: choosing learning objectives, decide what to learn next in lessons and choosing learning objectives outside class.

In Indonesian context, Lengkanawati (2017) looked at the teachers' perception of the significance of LA training for professional development. The result showed that, concerning the technical perspective, most teachers agreed that learner autonomy could be developed by independent study in the library, learning outside the classroom, independent work in a self-access center, and the out of class tasks involving the use of internet. However, the majority disagreed or strongly disagreed concerning the learner autonomy means learning without a teacher. In the psychological perspective, teachers agreed that learners of all ages

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can develop LA and LA has the positive effect on success as language learner.

Regarding the political perspective, the majority of teachers agreed or strongly agreed that LA is promoted through regular opportunities for learners to complete tasks by themselves. Majority of teachers also agreed about learners' freedom in choosing and selecting activities for learners to work on. In the area of assessment, majority of teachers agreed that they should be involved in assessing students' learning. In socio-cultural perspectives, teachers believed that LA can be achieved by learners of all cultural backgrounds. Some teachers disagreed or strongly disagreed that LA is not suited to non-Western learners. Last, teachers agreed that cooperative group work activities could support LA development.

Wichayathian and Reinders (2015) conducted the research regarding teacher's perspective on autonomy and self-access in a university in Thailand. They found that mostly teacher clearly see an important role for themselves in supporting students' autonomy and agree that all ages can develop LA. Nearly half of the teachers are actively encouraged LA both in and out of class, like encouraged students to express their opinions, gave them choices about how they learn, learning materials, what to learn and used cooperative group work to support the development of learner autonomy. However, based on the interviews, a large number of teachers had not been successful in implementing autonomy due to learner resistance and lack of time as the main reasons.

Exploring teachers' perceptions on Learner Autonomy in Iran, Harati (2017) conducted a research by doing an interview to a group of English teachers at Islamic Aza University of Mashhad. She found that teachers have a very-well constructed perception of learner autonomy comprising from responsibility, consciousness, and self-assessment. They see that LA has an important role for language learning. As their views about how to foster and motivate their students to become autonomous, they came up with portfolio assessment, outside tasks, and journals. However, teachers are of the unanimity that Iranian students are not ready to take responsibility for their own learning due to the educational system in which they are involved (Yumuk, 2002; Ozdere 2005; Sert, 2006). They are more or less aware of the possible obstacles to the development of LA in classrooms.

Dogan (2015) investigated the EFL instructors' on LA in Turkey. The results showed that in the technical perspective, the majority of teachers believed that autonomy could be developed outside the classroom by independent study in library and self-access center. Based on the psychological perspective, most instructors thought that confident and motivated language learners could develop autonomy more easily that learners who are not confident. In social perspective, the majority of instructors expressed that promoting LA is supported by the opportunities for learners to complete task alone, and some others indicated that they would give learners some tasks to provide them with opportunities to study alone. Meanwhile, regarding the political perspective, the majority of instructors believed that LA could not be promoted without help of teachers. The idea that total independence of teacher is not supported in leading to autonomy.

Based on some findings above, it can be concluded that mostly teachers clearly see an important role for themselves in supporting learner autonomy and agreed that LA could be developed in all ages and different cultural backgrounds (Lengkanawati, 2017; Wichayatian & Reinders, 2015). However, a large number of teachers had not been

successful in implementing autonomy due to some factors, such as: learner resistance and lack of time (Wichayatian & Reinders, 2015) and the educational systems (Harati, 2017). There are some activities that teachers can do to foster learner autonomy such as independent study at library and self-access center, the use of internet, cooperative group works and regular opportunities to complete tasks alone (Lengkanawati, 2017; Wichayatian & Reinders, 2015).

METHOD
This research applied a mixed method approach. The quantitative data of the study were categorized in terms of the calculation of descriptive statistics. The qualitative data of the study were categorized in terms of research questions and used for answering the questions in collaboration with the quantitative data in the discussion of the results. In choosing the sample of this study, the researcher used purposive sampling. This study is looked for Senior High School teachers' perception on learner autonomy. Therefore, the respondents of this research were 19 senior high school teachers who are studying in the master degree program at UPI in the academic year 2017/2018. The teachers' age is ranged between 24-40, and their experience of teaching English at the time of the study ranged from 1 to 5 years, averaging around 4 years.
This research using a questionnaire survey which aimed at collecting the teachers' perspectives in five major areas: a) responsibilities and abilities in teaching English, b) student motivation level, c) their autonomous learning practices and behaviour, d) autonomous learning activities recommended by teachers and (e) awareness of importance of learner autonomy to effective language learning. There was also an open-ended section in which teachers were invited to

list anything else you do to encourage your students to learn autonomously. In the second appendix, there was a short follow-up questionnaire to probe the results of the main questionnaire and help to clarify some of the interesting patterns emerging from the teacher's questionnaire survey.
In collecting the data, the questionnaire was distributed to the teachers. Before the questionnaire was administrated, the participants were informed about the purpose and the rationale of the study, and all were guaranteed that the results would be confidential and would not be used for any other purposes. The questionnaires were sent to 19 English teachers who are studying in postgraduate studies UPI in the academic year 2017/2018. In each section of questionnaire, the teachers were asked to rank their answer on a Likert scale and it took about 15 minutes to complete. The date of the data collection was on the 1st to 6th November 2018.
Regarding data analysis, both quantitative and qualitative data were gathered. The quantitative data of this research were analyzed using SPSS 16.0 for Windows. The analysis of data involved calculating the percentages of responses in the different sections and in some cases, cross-tabulations were used to test the relationship between the responses in different sections. On the other hand, the open-ended questionnaire responses were categorized with qualitative thematic analysis (Newby, 2010). In this process, the data were read carefully, some key issues were identified and these key issues were organized in a set of broader categories.

RESULTS AND DISCUSSIONS
Teachers' Perceptions of their Responsibilities
The first section of the questionnaire asked about teachers' perceptions of their own responsibilities and their roles as

teachers in language learning process. The results can be seen below:

Table I. Teachers' perceptions of their own responsibilities

	Mainly/ Completely	Some	Not at all/ Little
Learning Objectives			
Deciding the objectives of the English course	78.95	21.05	0
Deciding what students should learn next	89.48	5.26	5.26
Learning Process (in class)			
Choose what materials to use to learn English	94.74	5.26	0
Decide how long to spend on each activity	100	0	0
Stimulate students' interest in learning English	94.74	5.26	0
Make sure students make progress during lessons	94.74	0	5.26
Make students work harder	100	0	0
Learning process (outside class)			
Decide what students learn outside class	63.16	26.31	10.53
Identify students' weaknesses in English	57.89	31.58	10.53
Make sure students make progress outside class	89.47	0	10.53
Outcome			
Evaluate their learning	63.16	21.05	15.79
Evaluate the course	100	0	0
Decide what students learn outside class	78.95	15.79	5.26

As shown in Table I, the findings suggested that most teachers regarded themselves as bearing responsibilities in all areas. All of the teachers felt they had full responsibilities to the following activities:

- Choose what activities to use to learn English (100% for mainly or completely)
- Make sure students make progress during lessons (100% for mainly or completely)
- Evaluate their learning (100% for mainly or completely)
  Over 70% teachers felt that they had major responsibilities for the following activities:
- Deciding the objectives for their English course (78.95% for mainly or completely)
- Deciding what students should learn next (89.48 % for mainly or completely)
- Choose what materials to use to learn English (94.74 % for mainly or completely)

- Decide how long to spend on each activity (94.74 % for mainly or completely)
- Stimulate students' interest in learning English (94.74 % for mainly or completely)
- Identify students' weaknesses in English (89.47 % for mainly or completely)

It can be concluded that teachers generally felt particularly responsible to the methodological decisions in the classroom including evaluation. Most of teachers saw that they had full responsibility to evaluate students' learning. They also saw it their job to stimulate students' interest and identify their weaknesses in learning English. Results from the follow up questionnaire also shed light on the teacher's perceptions of their roles in teaching. Regarding the most crucial roles as a teacher, the following is a summary of teachers' views:

- *Teacher A*: A guide. I love guiding students to know new knowledge

and let them work further to comprehend the materials

- *Teacher B*: In LA case, my roles are as a controller and organizer. As a controller, I usually control what they are doing in the classroom and as a organizer I have to make sure that they are at the right track
- *Teacher C*: Teacher acts as facilitator, guidance that help learners in the process of teaching and learning

Similarly, the following responses to the question 'What do your students think are the teachers' most important roles?' captured some of the significant interpretations:

- *Teacher A:* As a guide. Besides teach them, they might think that a teacher is someone who knows everything

they need. So, as a teacher, we must be ready for every questions or situations in the classroom

- *Teacher B:* The one who checks their learning process to answer question "Do I walk in the correct path?" and the advisor "what should I do"
- *Teacher C:* Guide in the learning process also act as resources

Based on teachers' responses, the teachers stated that their roles in promoting learner autonomy are as a guide to help the students find their personal goals and make sure that the students are in the correct path to achieve their goals. Besides, they also see themselves as the controller and facilitator for the students.

Table II. Teachers' perceptions of students' decision-making abilities

Activities in class	Abilities		
	Good/Very good	OK	Poor/Very Poor
Choose learning objectives in class	36.84	26.32	36.84
Choose learning materials in class	42.11	21.05	36.84
Choose learning activities in class	31.58	42.11	26.31
Decide how long to spend on each activity	36.84	52.63	10.53
Decide what they should learn next in their English lessons	31.58	26.31	42.11
Outside Class			
Choose learning objectives outside class	10.53	57.89	31.58
Choose learning materials outside class	31.58	36.84	31.58
Choose learning activities outside class	31.58	52.63	15.79
Evaluation			
Evaluating their learning	36.84	10.53	52.63
Evaluate the course	42.11	10.53	47.36
Others			
Identify their weaknesses in English	47.37	36.84	15.79

Teacher's Perceptions of their Students' Decision-Making Abilities

The second section of the questionnaire asked teachers to evaluate their students' decision making abilities in range of activities and processes which were included in the first section of the

questionnaire. As shown in Table II, most responses (31-47%) clustered in the 'Good/very good' category. Most teachers rated their students' decision making abilities to be alright for almost all items except:

- Decide what they should learn next in their English lessons (42.11 % poor or very poor)
- Choose learning objectives outside class (31.58 % poor or very poor)
- Evaluating their learning (52.63 % poor or very poor)
- Evaluate the course (47.36 % poor or very poor)

However, regarding the outside class activities, there were four activities that students were judged to be most able in.

- Choose learning objectives outside class (57.89 % for OK)
- Choose learning materials outside class (36.84 % for OK)
- Choose learning activities outside class (52.63 for OK)
- Identify their weaknesses in English (47.37 for Good or Very Good)

Based on the findings, most of the teachers rated the students' decision making inside the classroom more favourably than the activities outside the classroom. The teachers are also doubt or uncertain about students' abilities to evaluate the lesson, choose learning objective outside the classroom and evaluate their learning.

In response to the question 'How good are our students at learning English autonomously?' in the follow up questionnaire, teachers had the following opinions:

- *Teacher A:* I can say they are still poor and need to be encouraged more. Apart from it, I do play a role to get a good example first for them before encouraging them to be autonomous learners.
- *Teacher B:* Honestly, most students in my class do not learn English autonomously well. Some of them aware of it but some of them are not. They still depend on what they teacher gives and follow it that way
- *Teacher C:* It's poor. Because the institution where I teach never

considers about learning autonomous for student. So, in most all activities it is the teacher who decide

- *Teacher D:* My students still do not apply learning autonomously well because they do not understand the real concept of learning autonomy

Similarly, in the response to the question 'Does our teaching and learning environment help or hinder the development of autonomy? In what ways?', teachers identified a number of factors which they believed influenced the development of autonomous learning. Below is the summary of their views:

- *Teacher A:* It hinders the development of autonomy because students are not used to learn much at home and most of them have average to low motivation
- *Teacher B:* I think the teaching and learning environment plays a great deal in developing the autonomy of learning since it deals with how students feel and think about the learning activity. In many ways, as a teacher, I am quite monotonous and a text-book based teacher. This problem should be solved immediately and I am on the process of it
- *Teacher C:* The teaching and learning environment does not develop the autonomy of learning since lack of facility.
- *Teacher D:* In general, the teaching/learning environment in the class helps the development of autonomy. Our school is equipped by supporting equipments such as internet, language laboratory, library etc.

Based on the teachers' explanation, the students are still poor in learning autonomously. It is because they do not know the real concept of learner autonomy, the low awareness about the importance of learner autonomy

and they still depend on the teachers' explanation. Then, some factors that hinder the development of learner autonomy are the students' understanding about the concept of learner autonomy and the facilities provided at school. In addition, the lack of supporting equipments at school (e.g. internet, library and language laboratory) and monotonous teaching strategy become the other factors that hinder the development of learner autonomy.

Teacher's Awareness of Learner Autonomy as a teaching Goal and its Importance to Effective Language Learning

Section 3 of the teacher's questionnaire looked at teacher's awareness of learner autonomy as a teaching goal and its importance to effective language learning. The first question asked 'How conscious are you of learner autonomy as a goal of your teaching?', the second 'How important do you think learner autonomy is to effective language teaching?'. Table III and IV summarized the teachers' responses.

Table III. Teacher's awareness of autonomy as a teaching goal

	%
Not all conscious	10.53
Conscious	63.16
Extremely conscious	26.31

Table IV. Teacher's perceptions of the importance of autonomy

	%
Not all important	5.26
Important	36.84
Extremely Important	57.9

These findings suggested that there was definitely an awareness of autonomy as a goal of teaching and majority of teachers regarded autonomy as important. In responding to the question: 'Do you consider learner autonomy important? Why? Why not?' the teachers had the following views:

- *Teacher A:* Of course. In this postmodern era, students need to compete and develop rapidly. Since the learning time in the class can't accommodate it, students need to learn outside the classroom.
- *Teacher B:* Definitely. Teachers can't guide them all the time. There will come a time when they have to learn on their own.

- *Teacher C:* It is very important to build their character and improve their knowledge, critical thinking and problem solving.
- *Teacher D:* Yes. Because students have to encourage themselves in learning process by looking for the materials related the topic discussed independently in order to strengthen their understanding.
- *Teacher E:* However after realizing it, yes. All this time I was too focused on the goals in class. It helps develop students' characteristics.

Based on the answers, all of the teachers have the same perception that learner autonomy is important for the students. There are some benefits of learner autonomy based on teachers' opinions:

building students' character, improve critical thinking, strengthen the understanding and increase the problem solving ability.

Teacher-recommended Learning Activities

The last section of the teachers' questionnaire contains two separate sections for learning activities in and outside class.

Table V. Activities that teachers have encouraged students to do outside class

	Never	Rarely	Sometimes	Often
Read grammar books on their own	0	21.05	52.63	26.32
Do assignments that are not compulsory	26.32	31.58	21.05	21.05
Note down new words and their meanings	0	5.26	31.58	63.16
Write English letters to penpals	42.11	36.84	15.79	5.26
Read English notices around them	0	10.52	47.37	42.11
Read newspaper in English	36.84	31.58	10.52	21.05
Send e-mails in English	47.37	15.79	21.05	15.79
Read books or magazines in English	15.79	21.05	21.05	42.11
Watch English TV programmes	10.52	26.32	10.52	52.63
Listen to English radio	42.11	5.26	26.31	26.31
Listen to English songs	0	0	21.05	78.95
Talk to foreigners in English	15.79	21.05	36.84	26.31
Practice using English with friends	0	0	15.79	84.21
Do English self-study in group	5.26	0	47.37	47.37
Do grammar exercises	0	21.05	42.11	36.84
Watch English movies	5.26	10.52	42.11	42.11
Write a diary in English	36.84	26.31	10.52	26.31
Use the Internet in English	5.26	10.52	10.52	73.68
Do revision on their own initiative	10.52	26.31	42.11	21.05
Attend a self-study centre	26.31	21.05	26.31	26.31
Collect texts in English	15.79	26.31	10.52	47.37
Come to see you about their work	5.26	5.26	15.79	73.68

There were 6 (out of the 22 activities) that attained the highest percentage in the 'often category. These were activities that most teachers often recommended to their students. They were:

- Note down new words and their meanings (63.16%)
- Read books or magazines in English (42.11%)
- Watch English TV programmes (52.63%)
- Listen to English songs (78.95%)
- Practice using English with friends (84.21%)

On the other hand, the other activities were found to have the highest score in 'never' categories. They were:

- Write English letters to penpals (42.11%)
- Read newspaper in English (36.84%)
- Send e-mails in English (47.37%)
- Listen to English radio (42.11%)
- Write a diary in English (36.84%)
  However, regarding the responses to the five in-class activities, Table VI summarized the results.

Table VI. Activities that teachers have encouraged students to do inside class

	Never	Rarely	Sometimes	Often
Ask you questions when they don't understand	0	0	26.32	73.68
Note down new information	0	15.79	36.84	47.37
Make suggestions to you	10.53	21.05	21.05	47.37
Take opportunities to speak English	0	15.79	31.58	52.63
Discuss learning problems with classmates	0	10.53	36.84	52.73

Based on the findings, the majority of the teachers are often encourage the students to ask questions when they don't understand, note down new information, take opportunities to speak English and discuss learning problems with classmates. However, nearly half of the teachers are 'never' or 'rarely' let the students to give the suggestions to them.

Other activities

The last part of the questionnaire included an open-ended section, which required teachers to list the things that they did to encourage their students to learn autonomously. Their suggestions are:

Teacher A: To ask them to know their weakness and strengths, ask them to find the best method for them to learn English and build reading habit

Teacher B: Provide them with the website that have many kinds of English novel and other translated work to be read by the students

Teacher C: I always give strong motivation to all my students in order they can learn through internet or books. If they do not understand, they can ask me even though outside my class. I have given them free English conversation club, but only a little of them join it

Teacher D: I used to share a problem, and ask them to solve the problem. I guide them to express their opinion clearly, so that they will be confident

Some other activities that teachers apply to foster learner autonomy are building reading habits, asking the students to join conversation club, guiding the students to express the opinion and encouraging the students to learn via websites or online applications.

The Nature of Learner Autonomy

Regarding 'What do you understand by "learner autonomy"?, the teachers had the following views:

Teacher A: The condition when teacher is not the center of the learning, but the students are. It also includes the students' effort to learn outside the classroom

Teacher B: Students have willingness to study more outside class. They don't rely on one source that teachers give, but find others

Teacher C: LA is when learner responsible with their learning. He/she can create their own learning strategy and re-create the knowledge that he/she got

Teacher D: LA in my view is a condition in which the students always motivated to learn with or without a teacher

The teachers viewed learner autonomy as the student-centred activity where the students have the responsibilities for their own learning and being an independent learner. It also means the condition where the students have willingness to study outside the classroom. On the other words, they are motivated to learn with or without the teacher.

CONCLUSION

Based on this study, the participants generally understand the concept about learner autonomy. They perceived learner autonomy as students' responsibilities to their learning, create their own strategy and have an effort to learn outside the classroom. The teacher stated that their roles as a guide, controller and facilitator.

They guide the students to make them comprehend the materials and to make sure that they are on the right track. As a controller, the teacher usually controls students' activities in the classroom. As a facilitator, teacher facilitate the students with the new information and help them whenever they have problems in learning process. The teachers knew the importance of learner autonomy for the students and conscious enough to promote learner autonomy as teaching goals. They also suggested some activities based on their own practice to foster learner autonomy, such as giving the motivation, share some problems to train their critical thinking and provide them with technologies, e.g. online applications and websites. However, they still find some difficulties and problems in promoting autonomy, they are: he low motivated students, monotonous teaching strategy and style to the lack of facilities at school. Regarding the students' degree of autonomy, the majority of teachers agreed that they still at low level due to the little exposure in activities and over dependent of the teacher.

SUGGESTIONS

EFL teachers should be aware of the importance of learner autonomy as well as their roles in implementing it. Due to most of the teachers are not sure about students' abilities to evaluate their own learning, they should give more exposure and explanation about the way/s trust to assess their own goals. Lastly, the teachers should give the students various activities which will be helpful to train students' autonomous learning. The activities which are rated in 'never' categories, such as send emails in English, write English letters to Penpals and read English newspaper, must be suggested to the students to do. Even though the teachers are already conscious about the importance of learner autonomy, have a well understanding about their roles, it should be implemented into practice to make the students become autonomous in their learning.

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