

EFL TEACHERS' BELIEFS AND PRACTICES ON LEARNER AUTONOMY

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ABSTRACT

Learner autonomy which makes learner act more effectively has paid more attention in educational research and teaching practices in the 21st century. The aims of this study were to investigate the EFL teachers' beliefs on learner autonomy and how their beliefs about this concept were applied in their teaching practices. The data were collected through qualitative methods by using questionnaire, interview guide and observation guide. The result of this recent study showed that the teachers had negative beliefs towards their students as autonomous learner. On the other hand, the teachers would like to have students to be more autonomous, but they are lack of understanding about the term of learner autonomy. It is indicated that teachers' beliefs and practices failed in fostering learner autonomy in their contexts even when the policy is mandated by the government and their educational institutions.

Keywords: *learner autonomy, teachers' beliefs, teaching practices.*

INTRODUCTION

In a traditional classroom, it is common that teachers' role is central and active, the teacher is all the model of learning, and control the direction in learning process. The process of learning is all determined by the teacher, in contrast, the students become passive, they just listen and learn from the teacher in the classroom. But in recent years, it has been changed, from the traditional teaching or teacher centered become learner centered, which the teachers' role is as a facilitator, counsellor and a 'source of knowledge that facilitate the process of learning as they have the responsibility to support the students to become autonomous learner (Benson, 2011).

Learner autonomy has paid attention for some 30 years in foreign language teaching, much has been written about what learner autonomy actually is, the rationale and its implication in teaching and learning process. Learner autonomy

itself is a relatively new concept in Indonesian curriculum that's called Curriculum 2013 which is mandated by government policy in education, and the focus is on learner centered not teacher-centered. For teachers, to foster the learner's autonomy, they have to understand the concept of it, and the strategies that would be effective for them to use in the development of learner autonomy. Furthermore, teacher also must have belief that learner autonomy is worth to combine in their pedagogy.

The benefits of fostering learner autonomy in language education can be summarized into three major areas (Little, 1991) stated in (Nguyen, 2012, p. 21). First, as the student is involved in the decision-making process, "learning should be more focused and purposeful, and thus more effective both immediately and in the longer term" (Little, 1991, p. 8). Second, as it is the "learner's responsibility for

their learning process, the constraints between learning and living that are often found in traditional teacher-centered educational structures should be minimized" (Little, 1997, p. 72). Lastly, it is believed that when a student is autonomous for his/her own learning, it is more likely that (s)he will be responsible in other areas in his/her life, and as consequence, (s)he will be a useful and more effective member of the society (Little, 1991).

Teachers' beliefs play an important role in teaching practice. The role and importance of teacher's beliefs also have been studied in many areas of teaching English (Borg, 2001). For example, (Aguiree & Speer, 2000) study analyzed how teachers' beliefs interact with teaching and learning goals and influence the moment to moment actions of teaching in the classroom. They emphasized that beliefs play a central role in a teachers' selection and prioritization of goals and actions. (Yoshihara, 2012) said that there is a strong connection between the teaching beliefs and the teaching practices of teachers. Teaching beliefs must be reflected in the teaching practices of teachers in some ways.

The relevant research that have been investigated by previous writer concerning about teacher's beliefs and classroom practices that has undertaken by Cem Balçıklı in 2010 from Gazi University, Turkey. In his paper entitled "Learner Autonomy in Language Learning: Student Teachers' Beliefs." The objective of this study was to investigate student teachers' beliefs about learner autonomy in the Turkish educational context. questionnaire developed by (Camilleri, 1997) was used in this study and was administered to 112 student teachers. And at the end of this study found there are some constraining factors involved in the formal learning

environment that may be viewed as hindrances to the development of learner autonomy. Due to the Turkish educational system, it seems impractical to involve students in decisions on areas such as the time and place of the course, for they are generally regarded as administrative issues, and for teachers, they are likely to focus on teacher-centered activities rather than the promotion of learner autonomy.

Based on the background of the study, this study has a boundary to investigate the EFL teacher' beliefs and practices in teaching English, and to see how the teachers' actual teaching practices promote the learner autonomy in relation to their beliefs.

The current research employed the model of teachers' beliefs about learner autonomy as purposed by (Nguyen 2012), Learner Autonomy is defined as learner' willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher.

LITERATURE REVIEW

Theorizing of Learner Autonomy

Learner autonomy is defined as learner' willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher (Nguyen, 2012). Meanwhile, (Benson, 2001) found "autonomy can be defined as the capacity to take charge of one's own learning and the ability of learners to control their own learning". Besides, (Zhuang, 2010) argued that learner autonomy is the learner's ability to control his/her own learning and make use of appropriate learning strategies for setting objectives, choosing the content of learning, finding methods, monitoring the process of learning and self-evaluating.

Hence, we can say that learners should realize that success in learning relies on the student as on the teacher. We must develop a sense of responsibility among 8 learners and encourage them to have active role in the process of their learning to foster learner autonomy. (Scharle & Szabo, 2000).

Autonomy is also known as an old concept and it is believed to date back to fifteenth and sixteenth centuries, but, learner autonomy did not appear in the field of language education until nearly the past thirty years ago. Autonomy was applied to states and institutions then later to the individuals (Voller, 1997). Autonomy means to be free, able and responsible to run your own activities that involves to be entitled to decide. In line with the statement, (Najeeb, 2013) asserted that Autonomous learners realize their learning program goals, take the responsibility for their learning, take part in the process of activity planning and monitor and evaluate its effectiveness.

From the explanation above, it can be concluded learner autonomy is based on the idea that if students are involved in making decisions about their own language competence, and they are likely to be more enthusiastic in learning, as (Richard, 2002) claimed that in language teaching the principle that learners should be encourage to assume a maximum amount of responsibility for what they learn and how they learn it.” It means that to contribute to the development of learners’ autonomy, the learners should be involved in their own learning process, which the focus is on learners centered rather than teacher centered.

Autonomy in the Classroom

Traditionally, learner autonomy has been confined to places other than the classroom. But nowadays, there is another

understanding to this concept, in other words, learner autonomy and autonomous language learning can happen in 9 official settings as in the classroom as well. In the classroom context, the focus of the learner autonomy process is on the learner to run their own learning in the formal settings. There is a shifting of roles between teachers and students and classroom activities (Benson, 2001). So, learner autonomy in the classroom context involves a change from teacher-centered learning setting to learner-centered learning setting. (Benson, 2008) argued that from teachers’ point of view learner autonomy is mainly related to institutional and classroom learning arrangements within definite educational programs. What autonomy means for teacher should be defined in the classroom for the learners (Barillaro, 2011).

Teacher’s Beliefs and Practices

All teachers hold beliefs, it can be defined about their work, their students, their subject matter, and their roles and responsibilities. Beliefs guide teachers’ behavior and inform teachers’ practice where they made sense of what they do in their classrooms. For (Richards, Gallo, & Renandya, 2001, p. 50) “teachers’ beliefs are formed on the basis of teachers own schooling as young students while observing teachers who taught them”. In other words, the first perceptions about teaching emerge as learners, the way teachers perceive teaching raises from their experiences at school. Similarly, (Hernandez & navarrete, 2015, p. 172) pointed out that beliefs guide teachers’ behavior and inform teachers’ practice by serving as a kind of interpretative framework through which they made sense of what they do in their classrooms.

In other words, beliefs depend on teachers’ experience, which are the

reference about how many classrooms are made and pedagogical practices are decided, we can say that beliefs affect practices and some practices affect beliefs as well. But in fact, beliefs can also be changed as a result of input from types of activity the teachers have done, as (Basturkmen, 2012) stated that teachers' beliefs are seen inconsistent in the sense that beliefs and practices do not always correspond. For example, teachers' beliefs may not always be enacted in their teaching practice if they are not confident in their abilities to change their practice. Alternatively, the environment may impact on how effectively teachers are able to enact their teaching beliefs (Nguyen, 2012).

Understanding beliefs is important as they relate to teachers as they provide some indication of how teachers behave in their practice (Nguyen, 2012) and the systematic reflection of the alignment between beliefs and practices can help teachers develop an understanding of both what they want to do in their classrooms and the changes they want to implement to their approaches to teaching and learning (Farrell, 2013, p. 14). In language learning, teachers' belief is considered one of the key factors in how classroom instruction is planned, managed, and evaluated, and there have been studies about it, especially the relation between belief and the application of certain strategy or certain language skill learning, for example writing, speaking, listening and reading (Utami, 2016).

In recent ten years, considerable attention has been given to teacher beliefs. Existing literature on EFL teacher beliefs roughly deals with content, affecting factors of teacher beliefs and the relationship between teacher beliefs and their classroom practices (Maoying & Yiping, 2016). Besides that, (Stergipoulou, 2012) stated that there are several factors

that affect how teachers develop their beliefs about their profession and their classroom practice. The first one is the teacher's learning experience from the very first schooling to the latest which is very strongly influential in the beliefs the teacher has later positively or negatively. The second factor is the knowledge and educational development. Teachers in a study by Bailey and her colleagues. for example, expressed strong beliefs in the importance of the teacher's style and personality, and of creating a positive learning environment which they themselves had felt to be crucial in their own language learning. The third factor is the teacher's experience. In the classroom, teachers have the opportunity to experiment with new ideas, to construct hypotheses that they then confirm or disconfirm. This means the more classroom they attended, the more opportunity they had to experiment with new ideas, to construct hypotheses, and these would make them shape their beliefs from time to time.

In this point of view, (Phipps, 2009) added teachers' practices do not always reflect their beliefs, but show the complexity of reasons such as cognitive, affective, contextual and experiential factors. In every day practice, teachers are not commonly aware that the beliefs they hold about language learning affect their teaching practice and subsequently influence their students' effective learning (Xu, 2012). Teachers think that what drives them to perform and make a decision about their classroom is just because of the students and the environment. They believe that it is the students who make them to be effective or ineffective teachers. In fact, teachers, students and the environment play a significant role in influencing each other (Utami, 2016).

Therefore, the extent to and manner in which learner autonomy is promoted in language learning classrooms will be influenced by teachers' beliefs about what autonomy actually is. Second, teacher education is more likely to have an impact on teachers' practices when it is based on an understanding of the beliefs teachers hold (Borg, 2011). Understanding teachers' beliefs about autonomy is thus an essential element in the design of professional development activities aimed at promoting learner autonomy. (Nguyen, 2012) stated that when beliefs and knowledge are organized around a phenomenon, they are described as attitudes. For example, attitudes about education are connected to other interpersonal or social concepts to form a network. The network might include attitudes about schools, communities, violence, service, and family.

METHOD

This research was under the paradigm of Qualitative Research. Exploratory case study was used to showcase EFL teachers' beliefs about learner autonomy and their actual teaching practices of English regarding the concept of learner autonomy. Three English teachers were recruited as the research participants.

The participants of this study were three English teachers who have had more than twenty years teaching experience at a senior high school in Cibinong. Learner autonomy is a part of important thing in the Curriculum mandated in Indonesia which is called Curriculum 2013 which has the characteristics related to learner autonomy (LA). This school has implemented Curriculum 2013; therefore, teachers, especially English teachers, are expected to understand the concepts of LA and at the same time has implemented it.

Three instruments were gathered to get the data, namely Questionnaire, interview guide and observation guide. This instrument was used to get information about teachers' beliefs of learner autonomy. Questionnaire guide covers theories, descriptions, Indicators and statements. The questionnaire was adapted from (Nguyen, 2012) and were described in percentage by using Linkert Scale. It consisted of 21 close ended questions which includes: Sense of responsibility, nature of learner autonomy, beliefs about students, constraints to autonomy, fostering autonomy, and teacher's role.

Interview Guide was used to get information about teacher's beliefs of learner autonomy in depth. Recording will be done during the interview to gain the data accurately. Interview guide covered theories, description, indicators and statements. The interview was also adapted from (Nguyen, 2012). It consisted of 6 questions which includes: Sense of responsibility, nature of learner autonomy, autonomous learner, constraints, approach to foster learner autonomy, and teacher's role.

Observation guide was used to get information about teachers' practices regarding learner autonomy. Observation guide covered classroom activity, indicators and statements that was adapted from (Little, 2009). There were 3 domains, which includes: the language used, autonomy learning activities, and students' opportunities to reflect their progress in learning.

FINDINGS AND DISCUSSION

Teacher's Beliefs Regarding Learner Autonomy

The result of the questionnaire was conducted to get information about

teacher's beliefs regarding learner autonomy. The teachers were asked six components of the questionnaire, the questions were about sense of responsibility, beliefs about students, constraints to autonomy, the nature of learner autonomy, fostering autonomy, and teacher's role. Besides that, the interview were conducted to get information about teacher's beliefs regarding learner autonomy in depth. The teachers were interviewed six components as well, there were sense of responsibility, beliefs about students, constraints to autonomy, the

nature of learner autonomy, fostering autonomy, and teacher's role.

The research findings of the questionnaire and teacher interview about their beliefs regarding learner autonomy would be explained below:

Teacher's Beliefs about Responsibility

The first point of the questionnaire was teacher's beliefs about responsibility. Five beliefs were asked in this point: Objectives, content, learning progress, technique, and learning process.

Table 1: The Result of Sense of Responsibility – Teacher's Beliefs on Responsibility

Questionnaire Number	Statements	Percentage
1	I am responsible for determining the objectives for the lesson in my classroom.	86.6%
2	I am responsible for choosing the learning content for the lesson.	80%
3	I am responsible for evaluating my students' learning progress in the lesson.	86.6%
4	I am responsible for selecting the methods and techniques to be used in the lesson.	93.3%
5	I am responsible for monitoring the learning process in the lesson.	86.6%

Table 1 provides information that three participants regarded themselves as having responsibility for all aspects of the teaching and learning process in their classroom. The teachers respond in these five items of the questionnaire. The result showed 86.6% of the teachers agreed that they are responsible for determining the objectives for the lesson in the classroom. Approximately, 80% agreed that they are responsible in choosing the learning content, 86.6% agreed that they, not their students were responsible for evaluating student progress, 93.3% agreed that they were responsible for selecting methods and

techniques to be used, and 86.6% agreed they were responsible in monitoring the learning process. It means the result of the teachers' beliefs about responsibility was positive.

The result of this questionnaire is supported with the result of interview that the teachers implied that they are responsible for all aspects of the learning process. When the teachers asked about their responsibility in teaching, they believed that they are responsible in selecting techniques and learning methods are going to be used in the classroom.

Teacher's Beliefs about The Nature of Learner Autonomy

The second point was investigated teacher's beliefs about the nature of learner

autonomy. One belief was asked in this point: learner willingness and ability to take responsibility in learning.

Table 2.: The Result of Nature of Learner Autonomy – Teacher's Beliefs about the Nature of Learner Autonomy

Questionnaire Number	Statements	Percentage
6	Learner autonomy means learner' willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher.	80%

Table 2 present the teacher's beliefs about the nature of learner autonomy. The teachers respond to one item of the questionnaire. The result indicated that 80% of the teachers agreed that learner autonomy means learner autonomy means learner' willingness and ability to take responsibility, to plan, implement, monitor and evaluate his/her learning with tasks that are constructed in negotiation with and support from the teacher. It means the teacher's beliefs about the nature of learner autonomy was positive.

Supported with the data of interview, from 3 teachers, all of them believed that learner autonomy is independent learner, that is able to be responsible on what they learn in the classroom or out classroom, they can share

to their friends, and at the end the teacher will give feedback to what they got from that independent learning. Besides that, they believed that the characteristics of autonomous learner are able to find other learning sources, besides from the textbook, and they can also motivate themselves. They also believed that the concept of learner autonomy is important to use, to make their students become more independent.

Teacher's Beliefs about Student's Ability to be Autonomous

The third point was investigated teacher's beliefs about student. Four beliefs were asked in this point: decide the objectives, choose the learning materials, choose the learning activities, and evaluate the study outcomes.

Table 3: The Result of Beliefs about Student – Teacher's Beliefs about Student's Ability to be Autonomous

Questionnaire Number	Statements	Percentage
7	My students are able to decide the objectives for each lesson.	40%
8	My students are able to choose their learning materials for each lesson.	40%

9	My students are able to choose their learning activities for each lesson.	60%
10	My students are able to evaluate the study outcomes of each lesson.	60%

Table 3 presents the teacher's beliefs about the student's ability regarding learner autonomy. The teachers respond to these four items of the questionnaire. The result showed 40% of the teachers unsure that their students were able to decide the objectives for the lesson, 40% unsure that their students were able to choose their learning materials, 60% unsure that their students were able to choose their learning activities, and 60% unsure that their students were able to evaluate the study outcomes of the lesson. From the result of beliefs about students, it indicated that less than 60% the teachers agreed that their students are autonomous, in other words the teachers held negative beliefs about their students ability as autonomous learner. It means that beliefs about students was negative.

The result of this part was in line with the result of interview where three participants believed that their current students are totally not autonomous learners. As participant one stated "*untuk saat ini murid masih dikatakan belum autonomous learner, karena dalam proses pembelajaran siswa belum mampu mengeksplor kemampuannya, contohnya ketika dimintai untuk membuat kalimat, siswa masih membuat kalimat yang masih sama dengan contoh yang diberikan.*"

Teacher's Beliefs about Constraints to Fostering Learner Autonomy

The fourth point was constraints to autonomy. Six beliefs were asked in this point: learner autonomy, low level of technology, examinations, governmental education, syllabus, and teacher's knowledge.

Table 4: The Result of Constraints to Autonomy - Teacher's Beliefs about Constraints to Fostering Learner Autonomy

Questionnaire Number	Statements	Percentage
11	Learner autonomy is only achieved by certain learners.	70%
12	Low level of technology application hinders fostering learner autonomy.	86.6%
13	Examinations are barriers to the development of learner autonomy in my class.	86.6%
14	Governmental educational policy is the main constraint to fostering learner autonomy in my class.	80%
15	The syllabus is supposed to determine everything that a teacher does in the class.	80%
16	The teachers' knowledge about learner autonomy is a main constraint to fostering learner autonomy in my class.	80%

Table 4 presents the teacher's beliefs about constraints to fostering learner autonomy in their teaching contexts. The teachers respond to six items of the questionnaire. The teachers respond an agreement of the six items about constraints to fostering their students' autonomy. The result showed 70% teachers agreed that learner autonomy cannot be accepted by all students, 86.6% agreed that low technology hinders fostering autonomy, 86.6% agreed that examination barriers in fostering autonomy, 80% agreed that governmental of education is the main to foster autonomy, 80% agreed that syllabus determines what teacher does in the class. And 80% agreed that teacher's knowledge fosters autonomy. From the result above, teachers believed that there are things constraint in fostering learner autonomy. It means the result of constraints to autonomy was positive.

The result of this stage of questionnaire was supported with the result of interview that there are other factors constraint learner autonomy. Teachers believed that students dependence on teacher is a factor that constraints learner autonomy, the other factors are students afraid to make mistakes in learning process, students' lack of English language, that learner autonomy is achievable by only some students- not all, and less support from the students' parents is also another factor that constraints in promoting learner autonomy.

Teacher's Beliefs about Approaches to Fostering Learner Autonomy

The fourth point was approaches to foster autonomy. Six beliefs were asked in this point: Providing students, applying ICT, training students, curriculum reform, cooperative learning, and training teachers.

Table 5: The Result of Fostering Autonomy - Teacher's Beliefs about Approaches to Fostering Learner Autonomy

Questionnaire Number	Statements	Percentage
17	Providing students with learning materials and resources.	86.6%
18	Applying ICT into language learning.	80%
19	Training students to develop their skills and strategies to become autonomous	80%
20	Curriculum reform.	70%
21	Cooperative learning with other students and teachers.	86.6%
22	Training teachers.	80%

Table 5 presents the teacher's beliefs about fostering autonomy. The result showed 86.6% of teachers strongly agree that providing students with learning materials and resources can foster learner autonomy, 80% agree that applying ICT

into language learning can foster learner autonomy. Approximately, 70% agreed that curriculum reform can enhance learner autonomy, 86.6% strongly agree that cooperative learning with other students and teachers helped to foster learner

autonomy, and 80% agree that additional training of teachers would facilitate the development of greater learner autonomy. It means the result of fostering autonomy was positive, the teachers believed the more approaches and efforts implied the more learner autonomy would be fostered.

The result of this part of

questionnaire was also in line with the result of interview, where the teachers believed that there are other learning techniques can also be implied to foster learner autonomy, which were discovery learning and inquiry learning that is also a part of curriculum 2013.

Teacher's Beliefs about the Role of Teacher

The six point was teacher's role. One belief was asked in this point: teacher's role.

Table 6: Teacher's Role – Teacher's Beliefs about the Role of Teacher

Questionnaire Number	Statements	Percentage
23	Teachers have a role as a facilitator in supporting the learners to become actively involved in their learning: planning, implementing, monitoring and evaluating learning.	86.6%

Table 6 presents the teachers' beliefs about the role of teacher in their teaching contexts. The teachers respond to one item of the questionnaire. The teachers respond an agreement of the one item about the role of teacher in the teaching context. 86.6% teachers agreed that teacher has a role as a facilitator in supporting the learners to become actively involved in their learning: planning, implementing, monitoring and evaluating learning. It means the result of teacher's role was positive.

Supported with the data of interview, three of the teachers believed that as a teacher they have important roles such as facilitator, motivator and evaluator, where they do not only teach students but they also encourage children to be good, manage them and also get to know the nature of the children, including their psychology.

Teacher's Actual Teaching Practices Regarding Learner Autonomy

At the present study, which aimed to explore teacher's practices regarding learner autonomy. The researcher observed the teacher's teaching practices in fostering learner autonomy in language classroom to know the teacher's practices regarding the concept of learner autonomy. The observer had observed the teaching and learning process based on the theory of fostering learner autonomy in the classroom activities purposed by Little (2009).

Data gathered from three observed classes with three different participants. The researcher paid attention to the classroom activity by focusing teachers' practices regarding learner autonomy and responded to the checklist (yes/no) based on the statements. There were 6 statements to observe in the English classroom activity.

The Language Used

The first point was the language used. The writer got one statement to observe based on the first point: the use of the target

language.

Table 7: The Result of the First Point of Observation

Observation Number	Classroom Activity	Participant	Responds	
			Yes	No
1	Use the target language as the preferred medium of classroom communication and require the same of learners	T1		√
		T2		√
		T3		√

From the result of observation in this stage, in the real situation of English classroom, the responses were “no”. Three of EFL teachers did not use English as the preferred medium of classroom communication and require the same of learners. In other words, all of the teachers used native language which was Indonesian language from the start until the end of the learning process, and in the real classroom condition, the teachers also did not require the learners to have

classroom communication in asking questions.

Autonomy Learning Activities

In this stage of observation, there were four statements observed of autonomy learning activities: involve learner in a non-stop quest, help learners to set their own target, require learner to identify individual goals, and Require learners to keep a written record of their learning.

Table 8: The Result of the Second Point of Observation

Observation Number	Classroom Activity	Participant	Responds	
			Yes	No
2	Involve her learners in a non- stop quest for good learning activities, which are shared, discussed, analysed and evaluated with the whole class	T1	√	
		T2		√
		T3		√
3	Help learners to set their own targets and choose their own learning activities subjecting them to discussion, analysis and evaluation	T1		√
		T2		√
		T3		√
4	Require learners to identify individual goals but pursue them through collaborative work in small groups	T1	√	
		T2		√
5	Require learners to keep a written record of their learning - plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce	T3		√
		T1		√
		T2	√	

From the table above, in the first statement showed only teacher 1 who involve learners in a non-stop quest for good learning activities. In the classroom observed, the teacher 1 used some pictures related to “daily activity” which were the learning material topic. She asked students about the content of the pictures showed, and give chance to students to share, discuss and ask questions.

In the second statement, no one of the teachers help their learners to set their own targets in the learning activities. In other words, the teachers managed all of the learning targets and the learners do what the teachers asked them to do.

In the third statement, three teachers in the observed classes required learners to have a collaborative group work. Where the teacher 1 made a group of six people, she showed and gave picture strip story about daily activity, each group were asked to make a paragraph from the picture strip story. The teacher 2 made a

group of five people, where each group asked to make a short letter related to daily activity. Meanwhile, the teacher 3 gave a task individually first where the students are asked to complete a dialogue in the textbook and asked them to work in pair to pronounce the dialogue in front of the class.

Meanwhile, in the fourth statement, it showed that only the teacher 2 that required learners to keep a written record of their learning - plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce.

Students Opportunities to Reflect their Progress in Learning

The third point was students’ opportunities to reflect their progress in learning. The writer got one statement to observe based on this point: engage learners in regular evaluation.

Table 9: The Result of the Third Point of Observation

Observation Number	Classroom Activity	Participant	Responds	
			Yes	No
6	Engage learners in regular evaluation of their progress as individual learners and as a class	T1	√	
		T2	√	
		T3	√	

In the three observed classes, the teachers gave the students reflection in the end of the class, engaged learners in regular evaluation of their progress as individual learners and as a class, asked the students whether they have understood the material that had been delivered. And then the teachers asked the students to learn and read more at home.

CONCLUSION

The teacher’s beliefs regarding learner autonomy was positive, they have good

ideals on learner autonomy and so they are in strong agreement that specific approaches and strategies might well foster greater autonomy among English learners. But they do not believe that their students are autonomous. In other words, the teachers’ beliefs about their students were negative. As a result of their beliefs, teachers may well be unwilling to utilize approaches to teaching and learning that would encourage their students to take greater responsibility for their learning, to be more autonomous learners.

Teacher's practices regarding learner autonomy was negative, the teachers do not really promote learner autonomy. The teachers' still teacher-centered teaching with no inclusion of learner autonomy. It was found that teachers did not foster learner autonomy in their class partly due to their lack of understanding about learner autonomy. Even the techniques that they mentioned on the interview that are believed can foster learner autonomy, which were narrative and inquiry learning as mandated in the curriculum 2013 are not being used in their teaching practices. Because they believed their students cannot accept those kinds of learning techniques. This is indicated that teachers used their beliefs and experiences to support their teaching practices and provided reasons not to foster learner autonomy.

The data in the current study indicated that teachers' beliefs and practices failed in fostering learner autonomy in their contexts even when the policy is mandated by the government and their educational institutions.

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