

**EFL LEARNERS' AUTONOMY PRACTICES AND CHALLENGES:
A CASE OF AN ISLAMIC BOARDING SCHOOL CONTEXT IN WEST
SUMATERA**

A THESIS

Submitted to the English Language Education in Partial Fulfillment for Magister's
Degree in English Language Education



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

EFL LEARNERS' AUTONOMY PRACTICES AND CHALLENGES: A CASE OF AN ISLAMIC BOARDING SCHOOL CONTEXT IN WEST SUMATERA

Oleh
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S.Pd Universitas Negeri Padang, 2018

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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September 2024

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APPROVAL PAGE

A Thesis

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STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled “EFL Learners’ Autonomy Practices and Challenges: A Case of an Islamic Boarding School Context in West Sumatera” is totally my own work. To the best of my knowledge and belief, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, 20 Agustus 2024

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A handwritten signature in black ink, appearing to be 'Sri Novianti', written in a cursive style.

Sri Novianti

ACKNOWLEDGMENT

I express profound gratitude to Allah SWT, as it is through His divine permission that I have successfully completed the thesis entitled "EFL Learners' Autonomy Practices and Challenges: A Case of an Islamic Boarding School Context in West Sumatera." Throughout the meticulous preparation and composition of this scholarly work, I have received invaluable guidance, assistance, support, and attention from various individuals and organizations. Therefore, I seize this opportunity to extend my sincere appreciation to all those who have contributed to and supported me during the process of writing this thesis. I extend special thanks to:

1. Prof. Dr. Hj. Nenden Sri Lengkanawati, M.Pd, and Dr. Fazri Nur Yusuf, S.Pd., M.Pd, for their unwavering guidance throughout the completion of this thesis.
2. Ibu Gin Gin Gustine, M.Pd., Ph.D and Dr. Rojab Siti Rodliyah, M.Ed, as the examining committee member, for their contributions to enhancing the quality of this thesis.
3. Dr. Fazri Nur Yusuf, S.Pd.,M.Pd, as provided invaluable academic supervision, offering guidance and support from the commencement of my studies to the culmination of this thesis.
4. Prof. Emi Emilia, M.Ed., Ph.D., as the esteemed head of the English Language Education program, for the invaluable academic support extended.
5. The educators and students at one of the Islamic boarding schools in West Sumatera, where the research for this thesis was conducted.
6. The Indonesia Endowment Fund for Education (LPDP) for generously providing the scholarship that supported my academic pursuit.
7. All esteemed faculty members and educational staff in the Master's Program of English Language Education for sharing their extensive knowledge and experiences.
8. My husband and family whose unwavering love, encouragement, and steadfast support have been my rock throughout this academic journey.

This thesis would not have come to fruition without the steadfast support and contributions of these individuals and institutions. I acknowledge the imperfections within this thesis; however, I earnestly hope that it will prove beneficial to others.

ABSTRACT

Learner autonomy, whose benefits in English language learning have been well-investigated in numerous studies in the field, inspired the researcher to conduct a study in a relatively underexplored context: the Islamic boarding school. This context is interesting to study in which it operates under specific learning regulations that differ from public schools yet adhere to the national curriculum of Indonesia, *Kurikulum 2013*. This background prompted an investigation into learner autonomy practices and challenges within this context. Using a qualitative case study involving five high-achieving English learners, learner autonomy practices and challenges were identified through various instruments: questionnaires, observation, and interviews, guided by the frameworks proposed by Joshi (2011) and Little (2007). It was found that students engaged in autonomy practices as reflected in their perceptions of the roles of teacher and themselves, self-awareness, self-directed efforts, self-esteem, and motivation in learning English. The learners recognized the importance of English and demonstrated a desire to learn the language. However, practical challenges hinder the optimal realization of learner autonomy. The main challenge includes limited facilities and opportunities that support students' independent exploration of English; learning is mostly dependent on activities provided by the school. Another challenge relates to internal factors of students' psychological aspects. The results of this study imply the need for comprehensive support from all school stakeholders to create a learning environment conducive to fostering learners' autonomy in English language learning and harnessing learners' great potential to be autonomous students. Future research focusing on maximizing learner autonomy in Islamic boarding school contexts, by incorporating perspectives from the school's policymakers and stakeholders, is highly recommended to create supporting learning environments beneficial for the great promotion of learner autonomy.

Keywords: Learner autonomy practices, challenges of learner autonomy promotion, Islamic boarding school context

ABSTRAK

Otonomi belajar, yang manfaatnya dalam pembelajaran bahasa Inggris telah diteliti secara mendalam dalam berbagai studi di bidang ini, menginspirasi peneliti untuk melakukan penelitian di konteks yang relatif kurang dieksplorasi: pesantren. Konteks ini menarik untuk dipelajari karena proses pembelajaran dilaksanakan di bawah regulasi yang berbeda dari sekolah umum namun tetap mematuhi kurikulum nasional Indonesia, Kurikulum 2013. Latar belakang ini mendorong penelitian terhadap praktik dan tantangan otonomi belajar dalam konteks tersebut. Menggunakan studi kasus kualitatif yang melibatkan lima pelajar bahasa Inggris berprestasi tinggi, praktik dan tantangan otonomi belajar diidentifikasi melalui berbagai instrumen: kuesioner, observasi, dan wawancara, yang dipandu oleh kerangka kerja yang diusulkan oleh Joshi (2011) dan Little (2007). Penelitian ini menemukan bahwa siswa terlibat dalam praktik otonomi yang tercermin dalam persepsi mereka terhadap peran guru dan diri mereka sendiri, kesadaran diri, upaya yang diarahkan sendiri, harga diri, dan motivasi dalam belajar bahasa Inggris. Siswa menyadari pentingnya bahasa Inggris dan menunjukkan keinginan untuk mempelajari bahasa Inggris. Namun, tantangan praktis menghambat realisasi optimal dari otonomi belajar. Tantangan utama mencakup fasilitas dan kesempatan yang terbatas yang mendukung eksplorasi mandiri siswa terhadap bahasa Inggris; pembelajaran sebagian besar bergantung pada aktivitas yang disediakan oleh sekolah. Tantangan lainnya terkait dengan faktor internal dari aspek psikologis siswa. Hasil penelitian ini mengindikasikan perlunya dukungan komprehensif dari semua pemangku kepentingan sekolah untuk menciptakan lingkungan pembelajaran yang kondusif dalam mendorong otonomi belajar dalam pembelajaran bahasa Inggris dan memanfaatkan potensi besar siswa untuk menjadi pelajar yang otonom. Penelitian mendatang yang fokus untuk memaksimalkan otonomi belajar dalam konteks pesantren, dengan mengintegrasikan perspektif dari pembuat kebijakan dan pemangku kepentingan sekolah, sangat dianjurkan untuk menciptakan lingkungan pembelajaran yang mendukung yang bermanfaat bagi promosi otonomi pembelajar.

Kata Kunci: Praktik otonomi pembelajar, tantangan promosi otonomi pembelajar, konteks pesantren

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