EFL TEACHERS' PERCEPTIONS AND STRATEGIES IN IMPLEMENTING LEARNER AUTONOMY

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IRZA YUZULIA

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Halaman Hak Cipta

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Irza Yuzulia

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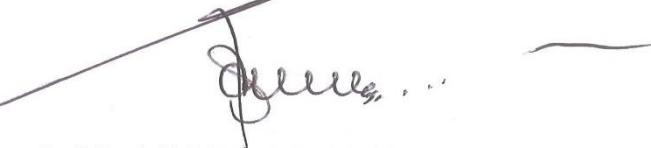
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By

Irza Yuzulia

1706753

Approved by:
Supervisor I

Prof. Fuad Abdul Hamied, M.A., Ph.D.
NIP.195008211974121001

Supervisor II

Dr. Fazri Nur Yusuf, M.Pd.
NIP: 197308162003121002

Head of English Education Study Program

Prof. Dr. Didi Suherdi, M.Ed.
NIP: 196211011987121001

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled "EFL Teachers' Perceptions and Strategies in Implementing Learner Autonomy" 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, Agustus 2019

Author,

Irza Yuzulia

Std. No. 1706753

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ABSTRACT

Learner autonomy is essential in order to make students become responsible for their own learning. However, it does not mean that the students are fully independent on their own learning. The teacher's roles and presence are important to introduce the students to the concept of autonomous learning as well as to promote strategies to foster learner autonomy. The way teachers promote learner autonomy in the classroom practice will be based on how the teachers perceived learner autonomy. This study aims to find out the teachers' perceptions of the concept of learner autonomy and to find out the strategies used by the experienced and the novice English teacher to implement learner autonomy. This qualitative study was conducted in public senior high schools in Bandung. An experienced and a novice English teacher were involved in this study. The data in this study were collected through observation, interview and questionnaire. This study employs a case study as the design of this research. The study revealed that experienced and novice teacher hold almost the same perceptions that autonomy means the students' active role in managing their own learning. The teachers pointed out that autonomous learning gives benefits to students' learning. However, the experienced teacher was more optimistic than the novice teacher regarding the possibility to promote learner autonomy which affects their classroom practices to promote learner autonomy. It is proved that the experienced teacher offers more strategies since she believed that learner autonomy is applicable for all language learners despite students' ages, levels of proficiency and cultures. It was found that the experienced teachers used blogs, self- journal, videoconference and collaboration as strategies to promote learner autonomy. In conclusion, the materials and technology are important in helping students to be autonomous. Institution also needs to nurture teachers to professional development and in-service training to build teacher's knowledge of learner autonomy.

Keywords: a qualitative case study, English teachers, learner autonomy, novice and experienced teachers.

ABSTRAK

Learner autonomy merupakan hal yang penting untuk membuat siswa bertanggung jawab atas proses belajarnya sendiri. Meskipun demikian, hal tersebut tidak berarti bahwa siswa bekerja secara mandiri sepenuhnya dalam proses belajar mereka. Kehadiran dan peran guru sangat diperlukan untuk memperkenalkan siswa dengan konsep dari *learner autonomy* dan strategi-strategi yang dapat digunakan untuk mendorong learner autonomy. Implementasi yang dilakukan oleh guru dalam kegiatan pembelajaran didalam kelas akan dipengaruhi oleh persepsi guru tentang *learner autonomy* itu sendiri. Penelitian ini bertujuan untuk menemukan persepsi dari guru bahasa inggris yang *novice* dan berpengalaman dan untuk menemukan strategi-strategi yang digunakan oleh guru-guru tersebut dalam smengimplementasikan learner autonomy. Penelitian kualitatif ini dilakukan di sekolah menengah atas di Bandung. Seorang guru bahasa inggris berpengalaman dan *novice* dilibatkan dalam penelitian ini. Data dalam penelitian ini dikumpulkan melalui observasi kelas, wawancara dan kuesioner. Penelitian ini menggunakan studi kasus sebagai desain penelitian. Penelitian ini menunjukkan bahwa guru yang experienced dan *novice* memiliki persepsi yang hampir sama bahwa autonomy berarti keaktifan siswa dalam mengatur pembelajaran mereka sendiri. Guru-guru menekankan bahwa pembelajaran yang *autonomous* memiliki dampak positif dalam kesuksesan belajar siswa. Meskipun demikian, guru yang *experienced* lebih optimis dibandingkan dengan guru yang *novice* berkaitan dengan kemungkinan untuk mempromosikan *learner autonomy*, hal itu mempengaruhi implementasi mereka didalam kelas. Hasil penelitian menunjukkan bahwa guru yang berpengalaman menerapkan strategi yang lebih banyak disebabkan kepercayaan guru tersebut yang mempercayai bahwa *learner autonomy* dapat diaplikasikan pada seluruh siswa dari berbagai usia, berbagai level kemahiran dan budaya. Hasil penelitian menunjukkan bahwa guru menggunakan blog, jurnal pribadi, *videoconference* dan kolaboasi sebagai strategi- strategi yang digunakan untuk mempromosikan *learner autonomy*. Sebagai kesimpulan, materi dan teknologi merupakan hal yang penting dalam membantu siswa menjadi pembelajar mandiri. Institusi juga sebaiknya memberikan guru pelatihan dan pengembangan profesional untuk membangun pemahaman guru tentang *learner autonomy*.

Kata kunci: *learner Autonomy*, guru bahasa inggris, penelitian kualitatif, guru n*ovice* dan e*xperienced.*

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