

## **CHAPTER IV**

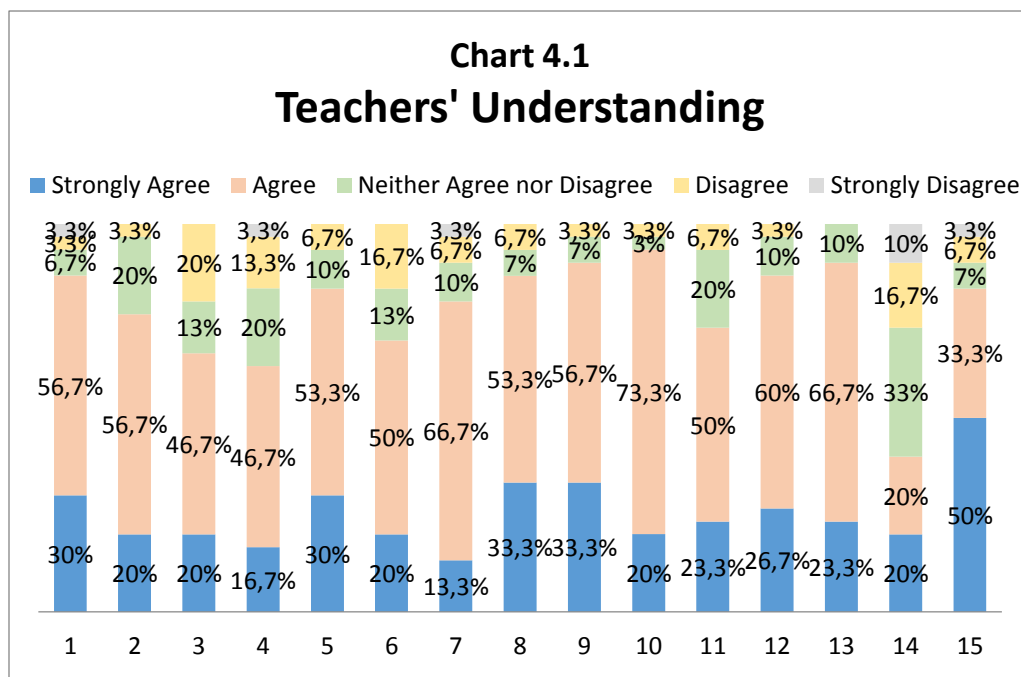
### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the findings and discussion of the research. It is divided into two main parts. The first parts discuss about how teachers understand learner autonomy. In this part, the result of the questionnaire was analyzed to find out the teachers' understanding toward learner autonomy. The second part was the result of the questionnaire was analyzed to find out how teachers' view in promoting autonomous learning in the situation of COVID-19 and how teachers promoted autonomous learning in English class in the situation of COVID-19.

In order to investigate how teachers understand learner autonomy and how teachers' view and how teachers promoted autonomous learning in the situation of Covid-19. The researcher distributed a questionnaire which consisted of three parts of question. The first part consisted of 15 items, the second part consisted of 10 items and the last part consisted of 2 items (it was mix open and close ended question). The result obtained from the teacher's questionnaire is presented.

#### **1. Teachers Understand Learner Autonomy**

In this part, the result concerning how teachers understand learner autonomy would be explained. The result revealed that the majority of the teachers understood learner autonomy, because the teachers chose “Agree” and “Strongly Agree” to the questions that related to learner autonomy in the questionnaire. For the complete result about teachers’ understanding toward learner autonomy, it can be seen in the Chart 4.1.



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In the chart 4.1 above, it was explained about the result of the questionnaire in the form of chart percentages. The blue and pink chart was explained about the teachers who strongly agree and agree on the given statement. The green chart was explained about the teachers who neither agree nor disagree on the given statement. And the yellow and grey chart was explained the teachers who disagree and strongly disagree on the given statement. The horizontal number explained the items number in the questionnaire. The vertical number explained about the percentage number of the teachers response in percentage.

<b>Table 4.1</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>Decision making</b>					
<b>1. Autonomy means that learners can make choices about how they learn.</b>	9 (30%)	17 (56,7%)	2 (6,7%)	1 (3,3%)	1 (3,3%)
<b>Total</b>	30 (100%)				

Table 4.1 was explained about frequency distribution of decision making ability for item number 1. From the table 4.1, it can be seen that 56,7% of the teacher selected “agree” and 30% of the teacher chose “strongly disagree” with the statement. From the result above most selected answer were “agree” and Strongly Agree”.. According to Little (1991, p. 4) Autonomy is a capacity-for

detachment, decision-making, and independent action”. So there are 86,7% of the teacher understand that learner autonomy mean that learner can make choice about how they learn which include in decision making ability that mention by Little (1991) that decision making ability is one of the meaning of learner autonomy.

<b>Table 4.2</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>Decision making</b>					
<b>2. Learner autonomy is promoted when learners have some choice in the kinds of activities they do.</b>	6 (20%)	17 (56,7%)	6 (20%)	1 (3,3%)	0 (0%)
<b>Total</b>	30 (100%)				

Table 4.2 was explained about frequency distribution of decision making ability for item number 2. The result revealed that 56,7% of the teacher in this research selected “agree” and 20% of them selected “strongly agree” with the item. Based on the result above most selected answer was “agree” and added with “strongly agree” which was also a sign of agreement with the statement. So 56,7% “agree” add 20% “strongly agree” equals 76,7% agreement from the teacher regarding the meaning of autonomy in decision making ability. According to Little (1991, p. 4), Autonomy is a capacity-for detachment, decision-making, and independent action”. so

there are 76,% of the teacher agree that autonomy is promoted when learner have some choice in the kind of activities they do which include in decision making ability that mention by Little (1991) that decision making ability is one of the meaning of learner autonomy.

<b>Table 4.3</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>Decision making</b>					
<b>3. Learner autonomy is promoted when learners can choose their own learning materials.</b>	6 (20%)	14 (46,7%)	4 (13,3%)	6 (20%)	(0%)
<b>Total</b>	30 (100%)				

Based on the table 4.3 above, the result revealed that most selected answer was “agree”, it was 46,7% of the teacher expressed an agreement to the given item. Then it is added with the answer “strongly agree” which is also represents a sign of an agreement. So there were 66,7% of the teachers who agreed that learner autonomy is promoted when learner can choose their own learning material. Depending on theory by Little (1991, p. 4), Autonomy is a capacity-for detachment, decision-making, and independent action”. Thus, the 66,7% teachers understand that learner autonomy is a learner who has an ability to make decision in choosing the material they want to learn.

<b>Table 4.4 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>4. Learner autonomy requires learners to be entirely independent of the teacher.</b>	5 (16,7%)	14 (46,7%)	6 (20%)	4 (13,3%)	1 (3,3%)
<b>Total</b>	30 (100%)				

The result from table 4.4, revealed that the majority of the teacher chose answer “Agree” for item number 4. There were 46,7% of the teachers agree with the given item. And also there were 16,7% of the teachers who selected “strongly agree” regarding the item number 4. So for this item there are 63,4% teachers who stated agree that learner autonomy requires learners to be entirely independent of the teacher. As stated by Little (1991, p. 4), Autonomy is a capacity- for detachment, decision-making, and independent action”. Therefore, 63,4% of the teachers in this research understand that learner autonomy need a learner who can take an independent action without entirely rely to the teacher.

<b>Table 4.5 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>5. Learner autonomy is promoted by independent work in a self-access center.</b>	9 (30%)	16 (53,3%)	3 (10%)	2 (6,7%)	(0%)
<b>Total</b>	30 (100%)				

As showed in table 4.5, the result revealed that the most selected answer for this answer was “agree”. Then continue to answer “strongly disagree” as the second selected answer. So there are 53,3% of the teacher who stated “agree” and 30% of the teacher who stated “strongly agree” to the this item. The result for this item reveal that 80,3% of the teacher agreed that learner autonomy is promoted by independent work in a self-access center. According to Little (1991, p. 4), he stated that autonomy is a capacity-for detachment, decision-making, and independent action”. Therefore, for this item, there were 80,3% of the teacher who understand that learner autonomy is a learner who able to do an independent action such as doing a work independently in such a self-access center.

<b>Table 4.6 Learner Independent</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>6. Learner autonomy is promoted when learners are free to decide how their learning will be assessed.</b>	6 (20%)	15 (50%)	4 (13,3%)	5 (16,7%)	(0%)
<b>Total</b>	30 (100%)				

As showed in table 4.6, the majority of the teachers in this research chose “agree” to the given item, and followed by answer “strongly agree”. There are 50% of the teachers who agree and 20% who strongly agree. Then it can be conclude that there are 70% of the teachers who agree that learner autonomy is promoted when learners are free to decide how their learning will be assessed. According to Little (1991, p. 4), he stated that autonomy is a capacity-for detachment, decision-making, and independent action”. To sum up this item, the result revealed that the were 70% of the teacher understand that in leaner autonomy teacher are free to decide how their learning will be assessed as independent action to be leaner autonomy.



<b>Table 4.7 Psychology of Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>7. Motivated language learners are more likely to develop learner autonomy than learners who are not motivated.</b>	4 (13,3%)	20 (66,7%)	3 (10%)	2 (6,7%)	1 (3,3%)
<b>Total</b>	30 (100%)				

From the table 4.7, it can be seen that the result revealed most selected answer was “agree”, because there were 66,7% of the teacher stated agreed with the given item. Then it was added with answer “strongly agree” which also represent as a sign of agreement. It was 13,3% of the teachers stated strongly agree with the given statement. Thus it can be conclude that there were 80% of the teachers agreed that motivated language learners are more likely to develop learner autonomy than learners who are not motivated. As stated by Littewood (1996) that confident and motivation, those thing are should be provide in the same time with students’ ability and also skills in order for students to become autonomous. Thus the result for this item that there were 80% of the teacher understand that motivation is factor for learners to be autonomous therefore motivated language learners are

more likely to develop learner autonomy than learners who are not motivated.

<b>Table 4.8 Psychology of Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>8. Confident language learners are more likely to develop autonomy than those who lack confidence.</b>	10 (33,3%)	16 (53,3%)	2 (6,7%)	2 (6,7%)	(0%)
<b>Total</b>	30 (100%)				

Based on table 4.10, the result revealed that most selected answer were “agree” and “strongly agree”, it can be seen in the table that there were 53,3% of the teachers who stated agreed and there were 33,3% of the teachers who stated strongly agreed. So there were 86,6% of the teachers who agreed that in learner autonomy, learners who are confident are more likely to develop autonomy than learner who lack of confidence. As explained by Littewood (1996) that confident and motivation, those thing are should be provide in the same time with students’ ability and also skills in order for students to become autonomous. To wrap it all up, there were 86,6% of the teachers understand that confident language learners are more likely to

develop autonomy than those who lack confidence because confident can improve learners to become autonomus.

<b>Table 4.9 Level of Learner Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>9. Learner autonomy means that learners are aware of their own learning (e.g., setting goals, developing strategies, and determining content of materials).</b>	10 (33,3%)	17 (56,7%)	2 (6,7%)	1 (3,3%)	(0%)
<b>Total</b>	30 (100%)				

As displayed in table 4.9, the result revealed that most selected answer were “agree” with 56,7% teachers who chose that choice and “strongly agree” which also the most selected answer with 33,3% of the teacher who chose that choice. From the result in the table 4.9, there are 90% of the teachers in this research who stated agree that learner autonomy means that learner are aware of their own learning, such as set the goals, develop strategies, and determine the content of the material.

According to Nunan (1997), he stated regarding category of level of learner autonomy comprise of awareness, involvement, intervention, creation, and transcendence. Thus in this research there

were 90% of the teacher who understand the level of learner autonomy is who the learner aware of their own learning.

<b>Table 4.10</b> <b>Level of Learner</b> <b>Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>10. Learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.</b>	6 (20%)	22 (73,3%)	1 (3,3%)	1 (3,3%)	0 (0%)
<b>Total</b>	30 (100%)				

Based on table 4.10, the result divulged that the majority of the teacher selected answer “agree” to the given item. It was 73,3% of the teachers who agreed. Then, it was added with choice answer “strongly agree” which also represent as a sign of agreement for the item number 10. From 73,3% of the teacher who chose “agree” and be added with 20% of the teacher who chose “strongly agree” so there are 93,3% of the teacher who agree that learner autonomy means that learners are involved in making choices from a variety of goals, content, and strategies.

Depending on Nunan (1997), he stated that category of level of learner autonomy comprise of awareness, involvement, intervention, creation, and transcendence. Therefore, the result divulged that 93,3%

of the teacher in this research understand that level of learner autonomy is when learner can involve in making choice toward goals contents and strategies.

<b>Table 4.11</b> <b>Level of Learner</b> <b>Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>11 .Learner autonomy means that learners can modify the goals and the content of the learning program.</b>	7 (23,3%)	15 (50%)	6 (20%)	2 (6,7%)	(0%)
<b>Total</b>	30 (100%)				

From table 4.11, it can be seen that most selected answer was “agree”, it was 50% and then followed by answer “strongly agree”, it was 23,3%. So the result for this item revealed that 73,3% of the teachers agreed that learner autonomy means that learner can modify the goals and the content of the learning program. According to Nunan (1997), he stated that category of level of learner autonomy comprise of awareness, involvement, intervention, creation, and transcendence. Thus, 73,3% of teachers in this research understand that level of learner autonomy is when the learner can intervene in modify the goals and content of the learning program.

<b>Table 4.12 Level of Learner Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>12. Learner autonomy means that learners can create their own learning styles (e.g., setting goals, developing content of materials, and creating learning tasks).</b>	8 (26,7%)	18 (60%)	3 (10%)	1 (3,3%)	0 (0%)
<b>Total</b>	30 (100%)				

Based on the table 4.12 the result above, the result showed that the majority of the teacher selected answer ‘agree’ to the given item, it is 60% of the teachers stated agree. Then 26,7% of the teachers stated that they strongly agreed toward the given item. Thus for this item, there were 86,7% of the teacher who agree that learner autonomy means that learner can create their own learning. According to Nunan (1997), he stated that category of level of learner autonomy comprise of awareness, involvement, intervention, creation, and transcendence. Therefore, the result revealed that in this research there 86,7% of the teacher understand that in learner autonomy, learner can learner can create their own learning, such as goals, task and develop their content of materials.

<b>Table 4.13</b> <b>Level of Learner</b> <b>Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>13. Learner autonomy means that learners can make connections between the learning content and the world.</b>	7 (23,3%)	20 (66,7%)	3 (10%)	(%)	(0%)
<b>Total</b>	30 (100%)				

As displayed in table 4.13, the result revealed that there were 66,7% of the teachers selected answer “agree” toward the given item. Then there were 23,3% of the teachers who selected answer “strongly agree” toward the given item. So for this item, there were 90% of the teacher who agreed that learner autonomy mean that learner can make connections between the learning content and the world. Depending on theory by Nunan (1997), he stated that category of level of learner autonomy comprise of awareness, involvement, intervention, creation, and transcendence. Thus in this research there were 90% of the teachers who understand that in level of learner autonomy a learner autonomy can connection between the learning content and the world as an action of transcendence.

<b>Table 4.14 Age and Learner Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>14. Learner autonomy is only possible with adult learners.</b>	6 (20%)	6 (20%)	10 (33,3%)	5 (16,7%)	3 (10%)
<b>Total</b>	30 (100%)				

In table 4.14 above, which talks about age and learner autonomy, the statement was “learner autonomy is only possible with adult learner”. The result reveal that most selected answer was “neither agree nor disagree” there were 33,3% of the teacher who chose that. However, the teachers who agreed to the item were more than teacher who undecided toward the item, there were 20% of the teachers who chose “agree” and there were 20% of the teachers who chose “strongly agree”, so there were 40% of the teachers who stated agree toward the item. It can be conclude that in this research 40% of the teachers agreed that learner autonomy is only possible for adult learner and 33,3% of then undecided toward the item.

To put in different way Dickinson (1993, p.331) stated that “then notion of autonomy is more easily attached to adults. Talking much broader context, the notion of autonomy applies across the age range”. It is conclude that the result of this item 73,3% of the teachers



in this research lack of knowledge in understanding that autonomy stick to adult learner but it can apply across the age.

<b>Table 4. 15 Teacher Role in Autonomous Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>15. Teacher has an important role to play in supporting learner autonomy</b>	15 (50%)	10 (33,3%)	2 (6,7%)	2 (6,7%)	1 (3,3%)
<b>Total</b>	30 (100%)				

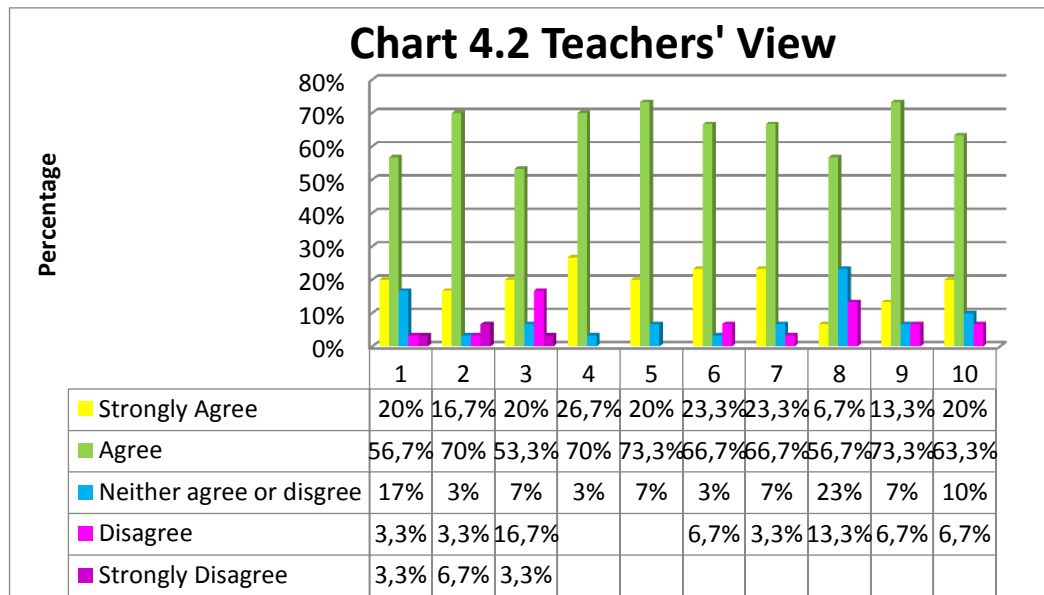
For the last table in gaining the data about teachers understanding toward learner autonomy, the result revealed that most selected answer were “strongly agree” and “agree”. It was 50% for “strongly agree” and 33,3% for “agree. In can be conclude that for this item, there were 83,3% of the teachers agree that in learner autonomy teacher has an important role in support learner autonomy.

According to Xu & Xu (2004) teacher roles in autonomous learning are to Help students erect the belief and confidence in autonomous learning, to think about the learning strategies and put them into practice, and to make effective use of self-directed center to facilitate LA; Guide students to construct practical plans; Encourage more communication between teachers and students via various

channels to monitor the learning process; Provide opportunities for students to improve their autonomous Ability. Therefore, there were 83,3% of the teachers in understand that in autonomous learning, language teacher has an important role in support learner autonomy as mention by Xu & Xu before.

## **2. Teachers View and Promote Learner Autonomy in the Situation of Covid-19**

This part will explained the result concerning in teachers' view in promoting autonomous learning in the situation of covid-19 upgrade. The finding revealed that the majority of the teachers did a great view in promoting autonomous learning in the situation of covid-19 upgrade because the majority of the teachers agree with the given statement. And also the total mean of all the items in the questionnaire found in around 3 to 4 score. So it means that the teacher agreed in promoting autonomous learning in the situation of covid-19 upgrade. The complete result can be seen in chart 4.2 and table 4.2.



*Maulia Nur Agustin 2021*

As showed in chart 4.2 to get the data about teachers' view in promoting autonomous learning in the situation of covid-19, the researcher have given 10 items to the teachers. All items were arranged to describe the activities that the teachers can use in their online class. In chart 4.2, the yellow and green chart represents the agreement, the blue chart represents the neither agree nor disagree, and the pink and purple chart represents the disagreement. The horizontal number explains the items number in the questionnaire. The vertical number explained about the percent number of the teacher response in percentage.

<b>Table 4.16 Decision Making</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>1. Learners build clear vision of their learning before learning English.</b>	6 (20%)	17 (56,7%)	5 (16,7%)	1 (3,3%)	1 (3,3%)
<b>Total</b>	30 (100%)				

In the table 4.16, the result revealed that most selected answer was “agree”, there were 56,7% of the teachers who agreed with the given item. Then it was added with the answer “strongly agree” which is also represent as sign of agreement. It was 20% answer from the teachers. Thus it can be conclude that there were 76,7% of the teachers who agreed that in this pandemic situation the teacher can promote autonomy by encourage learners to build clear vision of their learning before learning English. According to expert, Little (1991, p. 4) stated that autonomy is a capacity-for detachment, decision-making, independent action”. Regarding on his theory that, 76,7% of teachers in this research view that they agree in promote autonomy by encourage leaners to build clear vision of their learning before learning English in the situation of COVID-19.

<b>Table 4.17 Decision Making</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>2. Decisions are made on the basis of teacher – learner agreement and negotiations.</b>	5 (16,7%)	21 (70%)	1 (3,3%)	1 (3,3%)	2 (6,7%)
<b>Total</b>	30 (100%)				

Based on the table 4.17, the majority of the teacher chose answer “agree” to the given item. It was 70% of the teachers chose that answer. Then there were 16,7% answer “strongly agree” from the teachers. So for this item there were 86,7% of the teachers who stated agree with the statement “decision are made on the basis of teacher-learner agreement and negotiations” to be promoted in the situation of COVID-19. According to expert, Little (1991, p. 4) stated that autonomy is a capacity-for detachment, decision-making, independent action”. Therefore the result divulged there were 86,7% of the teacher in this research agreed to promote autonomy by making decisions on the basis of teacher – learner agreement and negotiations in in the situation of COVID-19.

<b>Table 4.18 Decision Making</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>3. Learners can make choice about learning materials.</b>	6 (20%)	16 (53,3%)	2 (6,7%)	5 (16,7%)	1 (3,3%)
<b>Total</b>	30 (100%)				

As displayed in table 4.18, it can be seen that the most selected answer was “agree” and it was 53,3%. Then there were 20% answer from the teachers who chose “strongly agree”. So for this item there were 73,3% of the teachers who stated agree that they can promote learner autonomy by encourage learners to make choice about learning materials. As stated by Little (1991, p. 4) that autonomy is a capacity- for detachment, decision-making, independent action”. Thus in this research there were 73,3% of the teachers agreed to promote autonomous learning by encouraging learner to making decision about learning material in this situation of COVID-19.

<b>Table 4.19 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>4. Learners are encouraged to develop learning strategies to achieve their own goals.</b>	8 (26,7%)	21 (70%)	1 (3,3%)	(0%)	(0%)
<b>Total</b>	30 (100%)				

As showed in the table 4.19 above, the majority of the teacher chose “agree” toward the given item. It was 70% of the teachers selected “agree”. Then it was added with answer “strongly agree” which also represent a sign of agreement. It was 26,7% of the teacher selected “strongly agree”. Then it can be conclude that for this item there were 96,7% of the teacher agree that they can promote learner autonomy by encourage learner to develop learner strategies to achieve their own goals. According to Little (1991, p. 4) that autonomy is a capacity-for detachment, decision-making, independent action”. To sum up the result for this item, there were 96,7% of the teachers agreed to promote autonomous learning by encouraging learners to develop learning strategies to achieve their own goals in this situation of COVID-19 as an independent actions that mention by little (1991).

<b>Table 4.20 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>5. Learners are responsible for finding their own ways of practicing English</b>	6 (20%)	22 (73,3%)	2 (6,7%)	(%)	(0%)
<b>Total</b>	30 (100%)				

Based on the table 4.20, the result revealed that most selected answer was “agree” then it was followed by “strongly agree”. So there were 73,3% of the teachers who chose answer “agree” and there were 20% of the teachers who chose answer “strongly agree”. From the explanation before it can be seen that there were 93,3% of the teachers agreed that they can promote learner autonomy in this situation of COVID-19 by encourage student to be responsible for finding their own ways of practicing English. As stated by Little (1991, p. 4) that autonomy is “a capacity-for detachment, decision-making, independent action.” In conclusion for this item there were 93,3% of the teacher who agreed to promote autonomous learning by encouraging learners to act independently by taking responsible for finding their own ways of practicing English in this situation of COVID-19.



<b>Table 4.21 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>6. Learners develop their own study plans.</b>	7 (23,3%)	20 (66,7%)	1 (3,3%)	2 (6,7%)	(0%)
<b>Total</b>	30 (100%)				

As showed in table 4.21, the most selected answer toward the given item was “agree” choice. There were 66,7% of the teacher selected “agree”. Then it was added with 23,3% of the teacher who chose “strongly agree” which also represent as a sign of agreement. Thus, there were 90% of teachers in this research who agree that in this situation of COVID-19 they can promote autonomous learning by encourage learner to develop their own study plans. According to Little (1991, p. 4) that autonomy is “a capacity-for detachment, decision-making, independent action.” To summarize the result for this item, there were 90% of the teachers who agreed to promote autonomous learning by encouraging learner to act independently by developing their own study plans in this situation of COVID-19.

<b>Table 4.22 Learner Independence</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>7. Learners identify their own needs.</b>	7 (23,3%)	20 (66,7%)	2 (6,7%)	1 (3,3%)	0 (0%)
<b>Total</b>	30 (100%)				

As displayed in table 4.22, the result revealed that most selected answer was “agree”. There were 66,7% of the teachers agreed with the given item. Then there were 23,3% of the teachers who selected “strongly agree”. It is also represent as a sign of agreement. Ergo, the result for this item revealed that there were 90% of the teachers agreed with the item for be promoted in their learning process during the situation of COVID-19. In agreement with Little (1991, p. 4) that autonomy is “a capacity-for detachment, decision-making, independent action.” Finally it can be summarize that the result uncovered there were 90% of the teachers in this research agreed to promote autonomous learning by encouraging the learner to act independently by identifying their own needs in this situation of COVID-19.

<b>Table 4.23 Psychology of Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>8. Learners evaluate their own learning.</b>	2 (6,7%)	17 (56,7%)	7 (23,3%)	4 (13,3%)	0 (0%)
<b>Total</b>	30 (100%)				

In table 4.23, it can be seen that the result showed the majority of the teachers in this research selected “agree”, it was 56,7% of them stated “agree”. And then there were 6,7% of them who chose “strongly agree” so 56,7% add 6,7 equals 63,4% of the teachers in this research who stated an agreement to the given item. It can be conclude that 63,4% of the teachers agree in promoting autonomous learning by encourage learners to evaluate their own learning. In accordance with Little (1991, p.4) autonomy is a capacity-for detachment, decision-making, independent action, and critical reflection”. To put it all together, the result for this item revealed there were 63,4% of the teachers agreed to promote autonomous learning by encourage learners to evaluate their own learning in this situation of COVID-19.

<b>Table 4.24 Psychology of Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>9. Learners reflect on their own learning.</b>	4 (13,3%)	22 (73,3%)	2 (6,7%)	2 (6,6%)	(0%)
<b>Total</b>	30 (100%)				

The result for table 4.24 uncover that most selected answer was “agree”, there were 73,3% of the teachers who agreed toward the given item. Then there were 13,3% of the teachers who also stated an agreement to this item. So there were 86,6% of the teachers in this research who stated “agree” that they can promote autonomous learning to their students by encouraging the learner to reflect their own learning. In relation Little (1991, p.4) autonomy is a capacity-for detachment, decision-making, independent action, and critical reflection”. To sum up this item result, there were 86,6% of the teachers in this research agreed to promote autonomous learning by boost learner to reflect on their own learning during the situation of COVID-19.

<b>Table 4.25 Psychology of Learning</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>
<b>10. Learners monitor their progress in learning English during the session</b>	6 (20%)	19 (63,3%)	3 (10%)	2 (6,7%)	(0%)
<b>Total</b>	30 (100%)				

For the last table in about teacher view toward promoting autonomy in the situation of COVID-19, the result revealed that the majority of the teacher selected “agree”, there were 63,3% of the who stated agree to the given item. Then it was added with the choice “strongly agree’ who also represent as a sign of agreement. It was 20% of the teacher who chose “strongly agree”. Thus it can be conclude that for this item there were 83,3% of the teachers who agreed that they can promote autonomous learning by encouraging learners to monitor their progress in learning English during the session. In keeping with Little (199, p.4) autonomy is a capacity-for detachment, , decision-making, independent action, and critical reflection”. To come t the point, the result uncover that there were 83,3% of the teachers in this research agreed to promote autonomous learning by encouraging leaner to monitor their progress in learning English during the session in this situation of COVID-19.

**a. Teachers' Thought about their Learners' Autonomy and How They Promote Learner Autonomy in the Situation of COVID-19**

In this research, the researcher also collected the data by giving a mixed question to the respondent, it consist of close ended question and open ended question. The close ended question about teacher thought their students' autonomy and the open ended question about teachers comment about why they think about their answer in close ended question. The open ended question is aim to examine why the teachers taught that their student had a fair degree of autonomy. From this part the result will present how teacher promote autonomous learning in this situation of covid-19. In this part, the findings and discussion toward teachers thought toward their students' autonomy and how they promote autonomy to their students in the situation of COVID-19 will present.

<b>Table 4.26</b> <b>Degree of Learner Autonomy</b>	<b>SA</b>	<b>A</b>	<b>NAND</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
<b>1. In general, the students I teach English most often to at School have a fair degree of learner autonomy.</b>	4 (13,3%)	13 (43,3%)	6 (20%)	5 (16,7%)	2 (6,7%)	30 (100%)
<b>2. In general, in teaching English at School I give my students opportunities to develop learner autonomy.</b>	7 (23,3%)	18 (60%)	2 (6,7%)	2 (6,7%)	1 (3,3%)	

In table 4.26 above, it can be seen that the majority of the teachers selected “agree” to both item in the table. For item number 1, there were 43,3% of the teacher who chose “agree” then it was added with choice “strongly agree” it was 56,6% of the teachers who selected “strongly agree”. Then for item number 2, there were 60% of the teachers agree that their students has a fair degree of autonomy. Then for item number 2, there were 60% of the teacher who chose “agree” for this item. Furthermore, it was added with

answer “strongly agree”, it was 23,3% of the teachers who selected answer “strongly agree”. So for this item there were 83,7% of the teacher agree that they gave their student opportunities to develop their students autonomy.

In the explanation above, it can be seen that 56,6% of the teachers thought that their students had a fair degree of autonomy. Then 83,7% of the teacher gave their students opportunities to develop the students’ autonomy. For the reason why the teacher claimed those statements, they gave several reasons and examples of learning process that they applied in their classroom. For the reason will present below.

From all the teacher answer about the reason why they thought that their students had fair degree of autonomy, these in the table below.

No	Teacher Reason
1	students have different ability and background of learning English
2	students have different ability
3	Students were honest and open minded.
4	Student can develop their own study, achieve their own goals and evaluate their own learning.
5	Students have a choice to learn what they want.
6	The students were also good in autonomous learning among



	other learning
7	The teacher give opportunities to the student to give the material the they want to learn
8	Autonomy is a term which means that someone has the authority and freedom to act and do something. Giving autonomy in the world of education requires a lot of creative teachers because of the free will in their work. This means that teachers will work autonomously in developing teaching materials and teaching methods.

From all the teacher answer about the reason why they thought that their give students opportunities to develop autonomy, these reason will present in table below.

No	Teacher reason
1	It can be solution for another method in teaching English at school and it can be formal education goal.
2	The students have their own way in learning but we as the teacher must be their motivator.
3	The teacher will motivate my students to recognize their strengths.
4	Autonomous learning develop skill or knowledge in learning.
5	the teacher promote the autonomy by stimulating my students before give material to students
6	the teachers students to take responsible of their capable in learning English
7	ask what the material they want to learn.
8	teacher give them choices the way or the tool they want in teaching Learning English
9	I give my students opportunities because I want my students more better improving their English
10	always give my students opportunities to develop learner autonomy because the students design and choose the scope in which the method of solving their own formulated engineering problem is in the context of my teaching courses
11	Teachers are always required to be autonomous in developing teaching materials and methods. Autonomy will encourage

	teachers to teach better, especially when given the freedom to apply all their ideas in the classroom. Teachers who understand the needs of their students will be able to act to meet these needs so that students can experience a meaningful learning process.”
12	a teacher thought, it's a very good idea to promote autonomy especially in this pandemic situation, because students are forced to study by themselves at home, although they still need guidance from teacher, so if the student an autonomous learner, the result such as the student's competency or the score much more better than the student who always depend on the teacher.”
13	Because autonomous learning is very important in the situation right now, for example in the current condition of the COVID 19 pandemic which required the students don't go to school and keep stay at home”

To summarize the finding for section 3 in this research, there were several point that the researcher can conclude to get the data to answer how teacher promote autonomous learning in this situation of COVID-19. First, teachers give them choices the way or the tool that the students want in learning English; second, teachers involve student in deciding the material, encourage student to develop their study, achieve their goal and evaluate their learning; According to Little (1991, p.4) he said that autonomy is a capacity-for detachment, decision-making, independent action, and critical reflection”. What little stated before reflects to the result in this research that there were teacher who promoted autonomy by involving student in deciding the material,

encouraging student to develop their study, achieving their goal and evaluating their learning.

Additionally, there were teachers who motivate the students to recognize their strengths, and also there was teacher stimulating students before give the material. According to Littewood (1996) he mention about confident and motivation, those thing are should be provide in the same time with students' ability and also skills in order for students to become autonomous. This statement reflects to the result in this research that there were teacher who promote autonomy by motivate the student, and then there was teacher who stimulate the student before they start the material.