

REFERENCES

- Altunay, U. (2014). *The Effects of Active Learning on Foreign Language Self-Concept and Reading Comprehension Achievement*.
- Amin, M. R. (2018). Learning English Language in Home Environment: A Study. *Angloamericanae Journal*, 3(1), 39–50. <http://aaj.ielas.org>
- Begum, J. (2018). Learner autonomy in efl/esl classrooms in bangladesh: Teachers' perceptions and practices. *International Journal of Language Education*, 2(2), 96–104. <https://doi.org/10.26858/ijole.v2i2.6411>
- Bielak, M. P. A. M.-W. J. (2019). Autonomy In Second Language Learning: Managing The Resources. *Springer International*. <https://doi.org/10.1002/tesj.418>
- Csizér, K., & Kormos, J. (2009). Modelling the role of inter-cultural contact in the motivation of learning English as a foreign language. *Applied Linguistics*, 30(2), 166–185. <https://doi.org/10.1093/applin/amn025>
- Fidyati. (2016). Learning Autonomy and Its Significance for Indonesian Efl Learners. *Gestempana English Education Journal*, 1(1), 1–16.
- Gulcin, S. N., & Nadire, C. (2008). *WEB-BASED ENGLISH LANGUAGE LEARNING*. 6–9.
- Inozu, J. (2011). Developing learner autonomy in the language class in Turkey: Voices from the classroom. *Asia Pacific Education Review*, 12(4), 523–531.

<https://doi.org/10.1007/s12564-011-9154-0>

Ivanovska, B. (2015). Learner Autonomy in Foreign Language Education and in Cultural Context. *Procedia - Social and Behavioral Sciences*, 180(November 2014), 352–356. <https://doi.org/10.1016/j.sbspro.2015.02.128>

Kemala, Z. (2016). An Analysis of Factors Influencing the Autonomous Learners in Learning English. *Eltin*, 4(I), 11–20.

Khayati, W. N. (2021). An Analysis of Student's Difficulties in Doing English Assignment During English Class.

Miskiyah, N., & Amalia, T. Z. (2017). Enriching Vocabulary Through Total Physical Response (TPR) for Young Learners. *Britania Journal of English Teaching*, 1(2), 1–11.
<http://journal.iainkudus.ac.id/index.php/Britania/article/view/7073>

Morbedadze, D. (2015). Learner autonomy. *TESOL Quarterly*, 2.

Nabila, T. F. (2019). *Teachers' and Students' Perception of Learner Autonomy in Language Learning at SMAN 1 Gedang Sidoarjo*. UIN Sunan Ampel Surabaya.

Ningsih, N. (2020). *English Teachers' Strategies to Stimulate Students' Active Learning in English at MAN Kota Mojokerto [UIN SUNAN AMPEL SURABAYA]*.

<http://dx.doi.org/10.1016/j.ndteint.2014.07.001><https://doi.org/10.1016/j.ndteint.2017.12.003><http://dx.doi.org/10.1016/j.matdes.2017.02.024>

- Papaleontiou- Louca, E., Varnava-Marouchou, D., Mihai, S., & Konis, E. (2014). Teaching for Creativity in Universities. *Journal of Education and Human Development*, 3(4). <https://doi.org/10.15640/jehd.v3n4a13>
- Rosnani, S. (2019). *English Teacher's Classroom Management in Teaching English at Junior High School SMP Islam Al-Falah Jambi* (Vol. 8, Issue 5). The State Islamic University Sultan Thaha Saifuddin Jambi.
- Sari, R. Y. (2021). *The influence of autonomous learning and vocabulary mastery on reading comprehension of the eleventh grade students at man 1 kampar.*
- Sariyati, I. (2013). *The Effectiveness of TPR (Total Physical Response) Method in English Vocabulary*. 3, 50–64.
- Sintyani, L., & Marjohan, M. (2020). Student Interest in Continuing Education to Advanced School. *Jurnal Neo Konseling*, 3(1), 15–22. <https://doi.org/10.24036/00352kons2021>
- Wisler, A. K. (2009). 'Of, by, and for are not merely prepositions': teaching and learning Conflict Resolution for a democratic, global citizenry. *Intercultural Education*, 20(2), 127–133. <https://doi.org/10.1080/14675980902922143>
- Yaser, A.-O. (2016). Effectiveness of active learning strategy in improving the acoustic awareness skills and understanding what is heard by the basic stage students in Jordan. *Educational Research and Reviews*, 11(20), 1896–1905. <https://doi.org/10.5897/err2016.2944>