EXPLORING STUDENTS' PERCEPTIONS OF THE CONTROL OVER LEARNING CONTENT IN AUTONOMOUS ENGLISH LEARNING

Rabiatul Adawiyah
IAIN Palangka Raya
Rabiatul.adawiyah@iain_palangkaraya.ac.id

Abstract	Article Information
The limited classroom learning time makes autonomous learning skills crucial for students to enhance their English language proficiency. However, the lecturer should also control students' autonomous learning including the learning content. This study explores students' perceptions of the control over learning content by students and the lecturer for promoting autonomous English learning. The researchers employed a qualitative method with interviews, observation, and documentation to gather the data. There were 15 non-English department students as the subject of the study. The finding revealed that the students had autonomy in controlling their English learning content such as determining the content reference, the content form, and adapting to needs. Although they began to have autonomy, they needed the lecturer's role to support them. It was remainder for the lecturer that the role of facilitator, counsellor, and evaluator in English language teaching. Therefore, exploring students' perceptions related to their autonomy in English learning is important to enhance teaching further.	
Keywords: *student's perception, learning content, autonomous learning*	

INTRODUCTION

The limited classroom learning time makes autonomous learning ability crucial for students to enhance their English language proficiency. Especially for some learners who are non-English department students. In an institution where the researchers took the subject, the students get English subject only once a week for 16 meetings. If English learning is only carried out in the classroom, then they are connected to the language learned only at that time. In fact, to get good English language proficiency, learners need to do continuous learning activities (Putu et al., 2013). Therefore, to support ongoing learning, students must have the ability of autonomous learning.

However, do the students have autonomous learning? They are such as have willingness to control their own learning (Teng, 2018), have ability to determine learning content and strategies (Xie & Yang, 2020), or have responsibility for their own learning (Mehdiyev, 2020). Commonly, autonomous learners set their learning goals, manage their learning process, and reflect on their learning progress or results. If there is an issue where students do not exhibit such habits, then teachers should promote autonomous learning to students.

Benson (2011) defined autonomy in learning as capacity to take control over learning. It is learners attribute within themselves to control their cognitive processes, learning management, and learning content. While autonomous learning is a way of learning. When a person has autonomy, he learns on his ways such as controlling his learning management. It means he plans, organizes, and evaluates his learning. For example, a student allocates his learning time and determines a strategy for English learning. In addition, he makes the choice of what to be learned, this means he controls learning content. In controlling learning management and learning content there is a cognitive process such as directing attention, reflection, and building metacognitive knowledge. Thus, these three aspects are interrelated.

A learner may have the ability to manage how he learns and has some cognitive processes, but if he does not have control over what he wants to learn, then his learning may not be fully autonomous. Learners autonomy is not only related to how they learn but also to what they want to learn (Rochma, 2023). Control over learning content serves as a reminder that the choices made when selecting materials should align with the student's learning goals.

This study explores students' perceptions of the control over learning content by the students and the lecturer for promoting autonomous English learning. Why did the researcher need to conduct the study? Not only do students have to learn autonomously, but teachers also play a role in promoting or fostering learners' autonomy. One of them is in terms of control over learning content.

In addition, a teacher has role that is to create a process of 'autonomisation' where there are efforts to make learners able to become autonomous (Little, 2002). There are some teacher's role such as manager, organizer, facilitator, counselor, and resource (Azhariah et al., 2023) in fostering learners' autonomy. Based on the facts from the initial research, at the beginning of the lecture, many students were not accustomed to autonomous learning, even though it needs to be applied by students to increase student learning time other than in class so they can achieve good language proficiency and support lifelong learning habits. To promote the students' autonomy, the lecturer asked them to study autonomously outside of class and allowed students to choose what materials to learn from their preferred learning references according to their learning objectives. Therefore, with qualitative approach the researcher explored: 1. How do students perceive their autonomy in controlling English learning content? 2. How do students perceive the role of lecturer in controlling their learning content?

There are some studies have been conducted regarding autonomous learning in English teaching (Budianto & Mason, 2021; Xie & Yang, 2020; Aprianto et al., 2020;

Mehdiyev, 2020). They talked about strategies, situation, media in autonomous learning, focused on certain skill, etc. The previous studies about students' perception on autonomous learning (Henri et al., 2018), for example, he discussed students' learning management. Then, (Scheb-Buenner, 2018) described students' perception on their understanding of autonomous learning concept. However, the current study discusses the matter of controlling the learning content in autonomous learning in relation with teacher's role which has not been explored yet.

Furthermore, the result of the study is expected to inform researchers, educators, or learners about how the students took control of learning content and what the teacher's role students need in it. It also could broaden our understanding of promoting or fostering students' autonomy.

LITERATURE REVIEW

Autonomous Learning

The concept of autonomy is used in several contexts, one of which is in learning. In a dictionary, autonomous means having its own laws (Wermke & Salokangas, 2015). Henri Holec in the 1980s stated learner autonomy which means the ability of the learners to take charge the learning (Melvina & Suherdi, 2019) by taking responsibility for determining how the learning will be carried out up to the evaluation. In the concept of autonomy, there is the ability to take charge and be responsible. Autonomous learners have capacity to take charge and responsible in controlling their own learning. Benson (2011) stated three dimensions of control to what they want to learn autonomously. Autonomous learners control their cognitive processes, learning management, and learning content.

Control Over Learning Management

Control over learning management can be described as behaviors involved in planning, organizing, and evaluating learning (Benson, 2011). Learner autonomy by managing all learning steps is increasingly important in enhancing students' effectiveness in learning English as a foreign language as it includes taking responsibility for making decisions about various aspects of learning, including managing tasks, establishing learning objectives, determining content and progression, selecting learning methods, monitoring progress, and assessing acquired knowledge (Khulaifiyah et al., 2022). Therefore, when a learner plans, organizes and evaluates his learning, he has autonomy for what he learned.

Control Over Cognitive Processes

Learning management refers to some actions or behaviors that are observable, while control over learning management refers to the cognitive abilities or competencies that underlie these behaviors (Benson, 2011). Attention, reflection, and metacognitive strategies include in this cognitive process. When learners control the learning management or control the learning content, they have selective attention. Reflection also plays crucial role in cognitive process. It encompasses introspection, replay and rehearsal, inquiry, and spontaneity.

Then, (Septianingrum et al., 2018) said metacognitive abilities involve self-regulated thinking, which incorporates practices of self-control. This self-regulated thinking is essential as it leads to the formulation of strategies and implementation of methods for completing tasks. It involves monitoring progress, reflecting on one's performance, and self-assessing the outcomes of task completion.

Control Over Learning Content

Control over learning content is an aspect of control over learning management, which relates to the 'what' and 'why' of learning (Benson, 2011). It is called the autonomy of choice, the decisions made to select materials. Learning becomes authentic and efficient when it starts with a problem that learners directly face. Tailoring learning content to learners' needs will have implications for motivation. Having control over the content of language learning entails the ability to assess one's overarching learning objectives and their connection to acquiring language skills. It involves not only deciding on the linguistic material to be learned but also determining the experiential contexts in which learning will occur.

RESEARCH METHODOLOGY

A qualitative approach is concerned with getting an understanding of a phenomenon in a natural setting (Ugwu & Eze, 2023). The researchers conducted the study naturally by applying descriptive qualitative method since the objective of the study was to explore students' perceptions of the control over English learning content by the students and the lecturer. Descriptive research purpose is to depict the existing phenomenon (Atmowardoyo, 2018). Thus, the researchers described what perceived by the students about their autonomy in controlling English learning content and the role of lecturer in it.

The purposive sampling was used to select the subject of the study. There were 15 non-English department students as the subject. They were chosen based on their experiences of autonomous English learning, willingness, and communicative competence so that the researcher could explore the students' perceptions. In collecting the data, the researchers applied interviews, observation, and documentation. The interview used in the study is a semi-structured interview. They were interviewed on an ongoing basis. Then, the observation conducted by observing students and lecturer interactions at the classroom to understand whether there are activities related to student autonomous learning outside the classroom. Besides, documentation is used by paying attention to student documents that prove their autonomous learning process. They are such notes of materials during learning, references and media used, as well as documentation of student and lecturer interactions through communication media when the students studied outside the classroom.

To analyze the collected data, the researchers used interactive model with data collection, data condensation, data display, and conclusion drawing (Miles et al., 2014). The researchers focused and chose the important data found based on the objective. Then, the data display was a process to arrange the result of the data condensation made in a report systematically to be understood and reasonable. Then finally, the researchers made the conclusion.

FINDINGS

The present study explored the students' perceptions of the control over learning content by the students and the lecturer. The findings revealed that the students had positive perceptions of their autonomy in controlling English learning content and they also needed the lecturer's role to support the learning.

Students' Perception of Their Autonomy in Controlling English Learning Content

Based on the data collected and condensation, all of the subjects of the research have autonomy in controlling their English learning content. At the beginning of lecture, the lecturer told them the important of autonomous learning out-of-class. Because the students were not used to independent learning, the lecturer suggested them to study a topic that the lecturer would review in the next meeting. The topic was determined by the lecturer but the students were free to determine the content, both the form and the reference. After getting a review from the lecturer, students were advised to continue learning autonomously with topics determined by the students themselves.

The students have begun the autonomous learning by controlling over the learning content. They stated that they have autonomy in determining the content topic, the content reference, and the content form. The students perceived that they applied their autonomy by adapting to needs, interest, and convenience.

Some students determined the topic of the content based on their needs. There were some students who learned English content related to lecture material, some out of lecture material, and some both of them. In interviews several students conveyed the following: "I enjoy studying topics that have been discussed in the class because it reinforces understanding" (S1 and S2), "I study the upcoming lecture material so that when learning in the classroom I can easily accept it" (S14), "Learning does not necessarily rely on lecture topics; there are many things that one needs to learn to acquire more information" (S7), "I choose my study topics based on my need for information" (S13), and "The limited class time has motivated me to review what I have learned, and I am also eager to explore topics essential for enhancing my English skills" (S6).

The learning content reference used by the students based on their interest and convenience. They chose to use English learning videos or non-learning video, song, film, text, google translate, and language learning application. S3 perceived "I find it easier to understand explanations from learning videos than reading". While S12 stated "I enjoyed reading some explanations text from a book in a peaceful atmosphere". S1 has an interest in movie, "I still watch English movies today for my English learning because I used to watch them with my father" and S8 interested to learn through an application as he stated "Besides enjoying learning through movies, I am also interested in using Duolingo app". The need for a reliable reference also underlies the selection of content reference. As S9 mentioned "Learning references must pay attention to quality, reliability, and strong relevance". In addition, S15 conveyed "Apart from relevance, I looked at whether the source of the reference is reliable by paying attention to reviews and recommendations".

YouTube, Google Search, and TikTok are favored by students as sources of content reference, in addition to journals, books, and other social media. As S3, S4, S5 expressed that "I typically source my learning content from YouTube". Some students determined their content reference from Google Search, as mentioned by S11 "My learning references are sourced from google search". In addition, S9 said "I have taken my content references based on google search, especially from journal". Besides, the students also represented the content reference from social media and book, for example "My favorite learning reference is from TikTok" (S10, S13) and "I'd like to read book" (S12).

Table 1. Students' Determinations of Content Topic, Reference, and Form

Student	Content Topic		Content		Form
	Related to lecture material	Out of lecture material	Reference	Source	
S1	√	√	Movie, English video	Google Search, YouTube	Audio-visual
S2	√		Song, English learning video	Google Search, YouTube	Audio, Audio-visual
S3	√		Song, podcast, & English learning video	YouTube	Audio-visual
S4	√		English learning video	YouTube	Audio-visual
S5	√	√	English video and English learning video	YouTube	Audio-visual
S6	√	√	Article, video	Google Search, YouTube	Visual, Audio-visual
S7		√	Song, Movie, English video	YouTube, Google Search	Audio, Audio-visual
S8		√	Movie, Duolingo	Google Search	Audio-visual
S9	√	√	Article journal, English learning video	Google Search, YouTube	Visual, Audio-visual
S10	√	√	English video, book, Google Translate	TikTok, YouTube, Instagram, Google Search	Audio-visual, Visual

S11	√		Article Journal, book, English learning video	Google Search, YouTube	Visual, Audio-visual
S12	√		Book, Article	Google Search, Library	Visual
S13		√	English video, book	TikTok, YouTube, Google Search	Audio-visual, Visual
S14	√		English Lesson Text	Google Search, Facebook	Visual
S15	√	√	English video, book	Google Search, YouTube, TikTok, & Other Social Media	Audio-visual, Visual

The students' controls over the learning content are illustrated in the table 1. It shows in learning English autonomously, the students interested to use the content in the form of audio, visual, and audiovisual. Student statement examples, S7 said "I like listening to music, and I learn English by listening to songs", "I gained vocabulary from English songs by learning the lyrics and the context from the video" (S3), and "In learning out of class, I read some journal articles" (S11).

Students' Perception of the Role of Lecturer in Controlling the Learning Content

The growth of autonomy in learning has begun with the control of learning content. Subjects who participated in this study revealed their preference for autonomous learning and their intention to continue practicing it. As expressed by S4 "I found controlling learning content to be a beneficial concept for my English language learning progress. I am accustomed to managing my time to study materials that I find challenging. I will apply autonomous learning in my study journey". S9 also stated "I enjoy and continue to learn autonomously because I can arrange topics and places that I like".

The students' autonomy is not fully independent because they still need the role of their lecturer. Some students perceived that they still require support from their lecturers. Student S10 mentioned, "To maintain enthusiasm for learning English content, students need motivation". In line with S10, students S3 and S11 also agreed that their lecturers are willing to motivate and remind students about autonomous learning. They need the lecturers to provide them with some encouragement. In addition, S6 mentioned that the lecturer provided guidance on autonomous learning at the beginning of the course, which was crucial in starting to develop autonomy outside the classroom. S13 concurred that the initial assignment, with topics determined by the lecturer, encouraged her to become autonomous in choosing her own topics. Furthermore, S15 expressed the need for additional information from the lecturer when faced with incomprehensible content. Besides, S9 said "I liked the lecturer's direction for us to take notes and be responsible for choosing the right content". S1, S2, S9 perceived the lecturer should always guides them so the learning content could be easy to learn. They meant that the lecturer is a facilitator.

Not only as the facilitator, the students also perceived that the lecturer is a counsellor. It proved by the students' statement. S6 said, "I consult about my English learning content in order to get advice to advance my learning progress". S12 added, "The lecturer provides opportunities at the beginning of class every week and outside of class every day if there are students who want to ask questions related to the material being studied autonomously, and I am one of the people who often ask". Moreover, S7 mentioned that although it was not intensive, she consulted to get solutions to understand the out-of-course material being studied.

In promoting the autonomous learning, the lecturer controlled the students work by providing evaluation and feedback on their content topic, content reference and form. S5 told "The lecturer checked my study notes, and then asked questions to test my understanding of the material". Additionally, S14 also stated that the lecturer as evaluator, "The lecturer reviewed my autonomous learning by checking my notes and asking about the references, and then provided me some advice". Next, "I need confirmation from the lecturer on the correctness of my learning content and how I learn it" (S8). Likewise, S4 and S15 mentioned that they received positive feedback and suggestions for adding more learning content to enhance their understanding. It suggests that the students required the lecturer to oversee their learning content in the role of an evaluator.

DISCUSSION

Based on the findings, from initially being instructed to learn independently outside the classroom, the students have started autonomous learning by taking control over the learning content. The students perceived that they applied their autonomy in controlling English learning content by adapting to needs, interest, and convenience. However, the autonomy was not fully independent because they still needed the role of their lecturer. Initially, they were not accustomed to autonomous learning. It was the lecturer who played a role in encouraging and working together with the students to promote autonomy.

Autonomous learning refers to the students' ability or the effort undertaken (Paradowski & Jelińska, 2023) to control their own learning, including the decision making about the learning content. The subjects of the research have the efforts to determine the content topic, the content reference, and the content form by their autonomy. The autonomy mentioned is related to self-access concept, where students direct themselves to access learning content (Wichayathian & Reinders, 2018). Self-access is a form of self-direction in EFL learning (David & Alvarado, 2023). The students can be referred to as self-directed learners due to their capacity to guide their own learning (Hardianti et al., 2016).

Self-directed learning that encourages students to take control of their learning. In controlling the learning content, self-directed learning occurs when students can direct themselves to choose content topics according to their information needs. The self-directed learner may decide to select classroom instruction" (Díaz, 2012). In this study, there were students who choose the English learning content topics related to lecture material although some preferred to study topics outside of it. It proves they have self-direction in determining what

they want to learn. Furthermore, students take the initiative to identify content references that they consider relevant, reliable, and comprehensible. Additionally, driven by their interests and comfort, students have the freedom to choose the content format that aligns with their preferred learning style (Zuana et al., 2023).

The students' level of autonomy lies in self-direction. However, they have not yet reached self-instruction, which represents a higher degree of autonomy achieved through learning without teacher assistance (Yan, 2012). They have not yet fully achieved complete autonomy. While students can control the content of their learning, they still rely on some teacher roles. Autonomy in learning does not mean that teachers no longer have a role. Teachers still have an important role in providing direction and support to students. Teachers can help students develop their learning skills, including promoting and fostering their autonomy. Knowles stated in (Benson, 2011), self-directed learners control their own learning with or without the help of others.

There are several roles of a teacher as stated by (Han, 2014), such as counsellor, facilitator, organizer, designer, co-operator, inspirator, supporter, monitor, evaluator, resource supplier, atmosphere creator, and (Adam et al., 2022) innovator. Regarding students' perceptions of the role of lecturers towards controlling learning content activities are facilitator, counsellor, and evaluator. Students perceived that they needed teachers to facilitate motivation, guidance, and encouragement. They are helped by consulting with the instructor either face-to-face or online to get advice and solutions. They believed feedback from the instructor evaluation helps them develop autonomous learning progress.

Fostering autonomy to facilitate the attainment of good English proficiency among language learners, instructors performed the roles that indicated an interdependence. Interdependence, indicating collaborative efforts with educators and fellow learners, in pursuit of common objectives (Moore et al., 2019). A teacher can support students at various stages of autonomous learning, teachers can stimulate responsible learners to plan, implement, and monitor their learning (Budianto & Mason, 2021). In essence, an equilibrium between student self-directed learning and teacher guidance is optimal. This interdependence is instrumental in fostering an efficacious learning milieu, empowering students to evolve into autonomous and proficient learners.

Each student possesses inherent autonomy. Nevertheless, as mentioned earlier, students require the guidance of educators to cultivate and refine their autonomy. Additionally, the teacher, in their role as a facilitator, must offer students both technical and psycho-social support (Azhariah et al., 2023). Based on the students' perception, the lecturer has facilitated them in providing guidance, information, and motivation. One of the factors that hinder learner autonomy is lack of motivation (Daflizar, 2021). Therefore, besides providing guidance and information as the technical support for the students especially in controlling the English content, a teacher should provide great motivation. With motivation, students can be responsible and give their best effort in achieving their goals (Yu, 2020).

Regarding the control over learning content, the students have self-access. Self-access means the students can choose and work on tasks autonomously, although this does not eliminate the possibility of various types of assistance (McMurry et al., 2010). Self-access learning does not solely promote individual learning; instead, it expands the array of learning opportunities and affords learners the option to seek professional assistance as needed (Lai & Liz, 2001). At the same time, the teacher should facilitate the students with the information about the source of reference material that students can choose, the criteria of good reference, and conveys the importance of the material tailored to the objectives to be achieved or needs.

In self-access, a student need to be positive about learning material (Tomlinson, 2010). As a counsellor, a teacher should facilitate language advising (Hobbs & Dofs, 2015) for the students about the learning content selection. Good interaction and communication between lecturer and students affect students' confidence in self-direction (Yusran et al., 2022). In addition, due to the students use materials in order to engage in language learning activities (Domínguez-Gaona et al., 2012), a teacher should control then give feedback to their learning content. Students are more likely to enjoy receiving feedback, so they are aware of their own development and learning.

CONCLUSION

The result of the study showed the conclusions are as follows: First, the students perceived that they applied their autonomy in determining the content topic, the content reference, and the content form by adapting to needs, interest, and convenience. Second, the students perceived the lecturer's role as a facilitator, counsellor, and evaluator in controlling their learning content. These statements indicate the students have their autonomy in controlling the English learning content. However, they still need the lecturer's role. Thus, the researchers concluded that self-access, self-direction, and interdependence were present in the phenomenon. In English language teaching, learners need to have knowledge and experience of autonomous learning. Thus, a teacher needs to promote or foster the students' autonomy. It cannot be taught; however, it can be nurtured and cultivated. From a willingness to an ability, and eventually to becoming a habitual practice. The expectation leads from self-direction to self-instruction, ultimately fostering a culture of lifelong learning. Furthermore, future studies are expected to explore more aspects of autonomous learning, such as aspects related to controlling learning management and cognitive processes.

REFERENCES

Adam, E., Lailatussaadah, L., Madya, W. A., Diklat, B., & Aceh, K. (2022). The Roles of Educator in Disruptive Era: A Literature Review. Jurnal Pendidikan Teknologi Informasi, 6(1), 52–64.

Aprianto, E., Purwati, O., & Anam, S. (2020). Multimedia-Assisted Learning in a Flipped Classroom: A Case Study of Autonomous Learning on EFL University Students. International Journal of Emerging Technologies in Learning, 15(24), 114–127.

https://doi.org/10.3991/ijet.v15i24.14017

Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. Journal of Language Teaching and Research, 9(1), 197–204. https://doi.org/10.17507/jltr.0901.25

Azhariah, S., Lengkanawati, N. S., & Rodliyah, R. S. (2023). Teacher Roles in Fostering Learner Autonomy. SALEE: Study of Applied Linguistics and English Education, 4(2), 440–457. https://doi.org/10.35961/salee.v4i2.829

Benson, P. (2011). Teaching and Researching Autonomy (Second). Routledge.

Budianto, L., & Mason, A. R. (2021). Autonomous learning features: A case study in an Indonesian ESP classroom. JEES (Journal of English Educators Society), 7(1), 1–9. https://doi.org/10.21070/jees.v7i1.1213

Daflizar, D. (2021). Learner Autonomy: A Qualitative Inquiry into Indonesian Tertiary EFL Students' Voices. Indonesian Research Journal in Education |IRJE|, 5(2), 387–403. https://doi.org/10.22437/irje.v5i2.10388

David, J., & Alvarado, P. (2023). Self-Access Centers, The Future of Self-Directed Learning In The EFL. June, 0–9.

Díaz, L. E. H. (2012). Self-access language learning: students' perceptions of and experiences within this new mode of learning. PROFILE, Universidad Veracruzana-Dirección General Del Área Académica de Humanidades Universidad Veracruzana-Dirección General Del Área Académica de Humanidades, 14(1), 113–127. https://www.uv.mx/bdh/files/2012/10/self-access-language-learning.pdf

Domínguez-Gaona, M. del R., López-Bonilla, G., & Englander, K. (2012). Self-access Materials: Their Features and their Selection in Students' Literacy Practices. Studies in Self-Access Learning Journal, October 2021, 465–481. https://doi.org/10.37237/030410

Han, L. (2014). Teacher's Role in Developing Learner Autonomy: A Literature Review. International Journal of English Language Teaching, 1(2), 21–27. https://doi.org/10.5430/ijelt.v1n2p21

Hardianti, Y., Refnaldi, R., & Fauzia Rozani Syafei, A. (2016). the Level of Self-Directed Learning Readiness of 2013 Academic Year'S Student At English Department of the State University of Padang. Journal of English Language Teaching, 5(1), 349–356. http://ejournal.unp.ac.id/index.php/jelt

Henri, D. C., Morrell, L. J., & Scott, G. W. (2018). Student perceptions of their autonomy at University. Higher Education, 75(3), 507–516. https://doi.org/10.1007/s10734-017-0152-y

Hobbs, M., & Dofs, K. (2015). Essential Advising to Underpin Effective Language Learning and Teaching. Studies in Self-Access Learning Journal, 6(1), 13–32. https://doi.org/10.37237/060102

Khulaifiyah, K., Anugerahwati, M., & Widiati, U. (2022). Autonomous Learning among EFL Undergraduate Students in Selected Private Indonesian Islamic University: Voices and Activities. REiLA : Journal of Research and Innovation in Language, 4(2), 232–242. https://doi.org/10.31849/reila.v4i2.9306

Lai, L. K., & Liz, H. lyons. (2001). Different Learning Patterns in Self-Access. RELC Journal, 32(2).

Little, D. (2002). Learner Autonomy and Language Learning. Studies in English Language & Literature, 28(1), 229–242.

McMurry, B. L., Tanner, M. W., & Anderson, N. J. (2010). Self-Access Centers: Maximizing Learners' Access to Center Resources. Studies in Self-Access Learning Journal, 1(2), 100–114. https://doi.org/10.37237/010204

Mehdiyev, E. (2020). Opinions of EFL students regarding autonomous learning in language teaching. Dil ve Dilbilimi Çalışmaları Dergisi, 16(2), 521–536. https://doi.org/10.17263/jlls.759241

Melvina, M., & Suherdi, D. (2019). Indonesian ELT Teachers' Beliefs toward Language Learner Autonomy. 257(Icollite 2018), 239–242. https://doi.org/10.2991/icollite-18.2019.53

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook (3rd ed.). SAGE Publication.

Moore, P. J., Mynard, J., Wongsarnpigoon, I., & Yamamoto, K. (2019). Autonomy and Interdependence in a Self-Directed Learning Course. Relay Journal, March, 218–227. https://doi.org/10.37237/relay/020126

Paradowski, M. B., & Jelińska, M. (2023). The predictors of L2 grit and their complex interactions in online foreign language learning: motivation, self-directed learning, autonomy, curiosity, and language mindsets. Computer Assisted Language Learning, 0(0), 1–38. https://doi.org/10.1080/09588221.2023.2192762

Putu, I., Myartawan, N. W., & Latief, M. A. (2013). the Correlation Between Learner Autonomy and English Proficiency of Indonesian Efl College Learners. TEFLIN Journal, 24(1), 63–81.

Rochma, A. F. (2023). Assessing undergraduate students' level of independent learning as a manifestation of learner autonomy. LingTera, 10(1), 87–100. https://doi.org/10.21831/lt.v10i1.59870

Scheb-Buenner, P. (2018). University students' perception on autonomous learning: A case of private university, Thailand. The 1st International Conference on English Studies Organizing Committee, January, 321–332.

Septianingrum, K. A., Tarwiyah, S., & Mariam, S. (2018). A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension (A Study At SMP N 32 Semarang). Vision: Journal for Language and Foreign Language Learning, 7(1), 66–

82. https://doi.org/10.21580/vjv7i12805

Teng, F. (2018). Autonomy, agency, and identity in teaching and learning english as a foreign language. Autonomy, Agency, and Identity in Teaching and Learning English as a Foreign Language, 2019, 1–132. https://doi.org/10.1007/978-981-13-0728-7

Tomlinson, B. (2010). Principles and Procedures for Self-Access Materials. Studies in Self-Access Learning Journal, 1(2), 72–86. https://doi.org/10.37237/010202

Ugwu, C. N., & Eze, V. H. U. (2023). Qualitative Research. IDOSR of Computer and Applied Science, 8(1), 20–35.

Wermke, W., & Salokangas, M. (2015). Autonomy in education: theoretical and empirical approaches to a contested concept. Nordic Journal of Studies in Educational Policy, 2015(2). https://doi.org/10.3402/nstep.v1.28841

Wichayathian, N., & Reinders, H. (2018). A teacher's perspective on autonomy and self-access: from theory to perception to practice. Innovation in Language Learning and Teaching, 12(2), 89–104. https://doi.org/10.1080/17501229.2015.1103245

Xie, Z., & Yang, J. (2020). Autonomous Learning of Elementary Students at Home During the COVID-19 Epidemic: A Case Study of the Second Elementary School in Daxie, Ningbo, Zhejiang Province, China. SSRN Electronic Journal. https://doi.org/10.2139/ssrn.3555537

Yan, S. (2012). Teachers' Roles in Autonomous Learning. Journal of Sociological Research, 3(2), 557–562. https://doi.org/10.5296/jsr.v3i2.2860

Yu, R. (2020). On fostering learner autonomy in learning english. Theory and Practice in Language Studies, 10(11), 1414–1419. https://doi.org/10.17507/tpls.1011.09

Yusran, Y., Ismayanti, M., & Wahyuddin, W. (2022). Evaluasi Self-Directed Learning Berdasarkan Model, Durasi, dan Instruksi Belajar Mandiri Mahasiswa. Jurnal Nalar Pendidikan, 10(2), 127. https://doi.org/10.26858/jnp.v10i2.38158

Zuana, M. M. M., Rumfot, S., Aziz, F., Handayani, E. S., & Lestari, C. (2023). The Influence of Learning Styles (Visual, Kinesthetic and Auditory) on the Independence of Elementary Students' Learning. Journal on Education, 5(3), 7952–7957. https://doi.org/10.31004/joe.v5i3.1585