EXPLORING SENIOR HIGH SCHOOL EFL TEACHERS' BELIEFS REGARDING LEARNER AUTONOMY IN GIANYAR REGENCY

THESIS

BY ANAK AGUNG ISTRI SRI WIRAPATNI NIM 1729081066

ENGLISH LANGUAGE EDUCATION
POST GRADUATE PROGRAM
GANESHA UNIVERSITY OF EDUCATION
AUGUST 2020

UNDIKSH

EXPLORING SENIOR HIGH SCHOOL EFL TEACHERS' BELIEFS REGARDING LEARNER AUTONOMY IN GIANYAR REGENCY

THESIS

Presented to
Ganesha University of Education
In Partial Fulfillment of the Requirements
For Master Degree in Education
English Education Study Program

BY
ANAK AGUNG ISTRI SRI WIRAPATNI
NIM 1729081066

ENGLISH LANGUAGE EDUCATION
POST GRADUATE PROGRAM
GANESHA UNIVERSITY OF EDUCATION
AUGUST 2020

UNDIKSH

SUPERVISOR APPROVAL

This thesis by Anak Agung Istri Sri Wirapatni, has been revised and approved for Thesis Examinations

Singaraja, 20 August 2020

Supervisor I

Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP 196206261986032002

Supervisor II

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

This thesis by Anak Agung Istri Sri Wirapatni, has been successfully defended in front of the Board of Examiners and accepted as partial fulfilment of the require for the degree of Master in Education in English Education, Post Graduate Study Program, Ganesha University of Education.

Singaraja, 20 August 2020

Supervisor I

Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP 196206261986032002

Supervisor II

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

Master Thesis in Education: Language Education Study Program

Approved on: 20 August, 2020

by Do

by Board Examiners

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP 196202021988032001

..Member

Chairman

Prof. Dr. Putu Kerti Nitiasih, M.A.

NIP 196206261986032002

.Member

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP 196407141988102001

.Member

Prof. Dr. I Nyoman Adi Jaya Putra, M.A.

NIP 196203191987031001

..Member

Dr. I Gede Budasi, M.Ed.

NIP 195812311985031022

Acknowledged by

Director of Post-Graduate Program

Ganesha University of Education

Prof. Dr. I Gusti Putu Suharta, M.Si

NIP. 19621215 198803 1 002

STATEMENT LETTER

I hereby honestly state that this Post Graduate Thesis in Education that is written as Partial requirement for the degree of Master on Education is my own work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules, and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, willingly accept the consequences of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.

Singaraja, 20 August 2020

Statement by

Anak Agung Istri Sri Wirapatni

ACKNOWLEDGEMENT

The completion of this post-graduate thesis will not be possible without the support of others. Because of this, I would like to address my gratitude. First of all, to God the Almighty, who guided, directed my path up to this point and made all things possible. My deep Appreciation should go to

- 1. My principal supervisor Prof. Dr. Putu Kerti Nitiasih, M.A. and my second supervisor Prof. Dra. Luh Putu Artini, M.A., Ph.D., whose patience, expertise, encouragement and gentle guidance have kept me focused on the task at hand. I could not thank them enough for their dedication, consistency and commitment.
- 2. The Rector of the Ganesha University of Education for the moral supports and facilities, prior to and during the completion of my study in the university.
- 3. The Director of the Post Graduate Study program, Ganesha University of Education for his support, motivation, and encouragement so that I could keep going and finalize this thesis.
- 4. My family and Agung Musdananda who always be my support systems in every kind of ways. This would not have been possible without them.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION
1.1 Background of the Study1
1.2 Problem of the Study7
1.3 Purpose of the Study7
1.4 Significance of the Study8
1.5 Scope of the Study9
1.6 Definition of Key Terms9
CHAPTER II LITERATURE REVIEW
2.1 Theoretical Review11
2.1.1 A Brief History of Learner Autonomy1
2.1.2 Perspective of Learner Autonomy
2.1.3 The Rationale of Promoting Learner Autonomy
2.1.4 Misconceptions of Learner Autonomy
2.1.5 Teacher's Roles in Fostering Learner Autonomy
2.1.6 Constraints on Learner Autonomy23
2.1.7 Kinds of Learning Opportunities to Foster Learner Autonomy 24
2.1.8 Teacher's Belief27
2.2 Empirical Reviw
2.3 Conceptual Framework
CHAPTER III RESEARCH METHOD

3.3 Research Setting	37
3.4 Research Instruments	37
3.5 Validity and Reliability	39
3.5.1 Content Validity	39
3.5.2 Empirical Validity	41
3.5.3 Reliability	41
3.6 Data Collection	42
3.7 Data Analysis	45
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Data Description	50
4.2 Findings of the Study	51
4.2.1 Senior High School EFL Teachers' Beliefs on Technical Perspective	53
4.2.2 Senior High School EFL Teachers' Views on Psychological	
Perspective	52
4.2.3 Senior High School EFL Teacher's Views on Political	
Perspective	56
4.2.4 Senior High School EFL Teacher's Views on Sociocultural	
Perspective	58
4.2.5 The Conclusion Result of Senior High School EFL Teachers'	
Beliefs on Learner Autonomy	60
4.2.6 Senior High School EFL Teacher's Views regarding Their Lear	rners
as Autonomous Learners	63

4.2.7 Senior High School EFL Teacher's Views regarding Their Effort of	
Promoting Learner Autonomy69	9
4.2.8 Senior High School EFL Teacher's Views regarding Their Effort of	
Promoting Learner Autonomy74	4
4.3 Discussion of the Study78	8
4.4 Implications of the Study8	1
CHAPTER V CONCLUSION AND SUGGESTIONS	
5.1 Summary83	3
5.2 Conclusion 84	4
5.3 Suggestions8	5
REFERENCES	
APPENDICES	

UNDIKSHA

LIST OF TABLE

Table 3.1 The Demographics Data of the Participants	36
Table 3.2 Summary of the Survey Categories	38
Table 3.3 The Level of Content Validity	40
Table 3.4 Ratio Used in Measuring Reliability	41
Table 3.5 Summary of the Data Collection	44
Table 3.6 The Numerical Value of Each Response in 5 Points of Likert Scale.	45
Table 3.7 The Guidelines of Qualification Level	46
Table 4.1 Teachers' Beliefs regarding Learner Autonomy (Technical	
Perspective)	51
Table 4.2 The Categorization of Mean Score of Senior High School EFL	
Teachers' Beliefs on Technical Perspective	52
Table 4.3 Teachers' Beliefs regarding Learner Autonomy (Psychological	
Perspective)	53
Table 4.4 The Categorization of Mean Score of Senior High School EFL	
Teachers' Beliefs on Psychological Perspective	55
Table 4.5 Teachers' Beliefs regarding Learner Autonomy (Political	
Perspective)	56
Table 4.6 The Categorization of Mean Score of Senior High School EFL	
Teachers' Belief on Political Perspective	57
Table 4.7 Teachers' Beliefs regarding Learner Autonomy (Sociocultural	
Perspective)	58
Table 4.8 The Categorization of Mean Score of Senior High School EFL	
Teachers' Belief on Sociocultural Perspective	60

Table 4.9 Mean Score of All Perspectives
Table 4.10 The Categorization of Mean Score of Senior High School EFL
Teachers' Belief on All Perspectives
Cable 4.11 The Extent to which Autonomous the Learners are According to
Senior High School EFL Teachers
Table 4.12 The Extent to which Senior High School EFL Teachers' Promote
Learner Autonomy70
Cable 4.13 Further Participation
AS PENDIDIKAN

UNDIKSHA

LIST OF FIGURE

Figure 2.1 Conceptual Framework	.21
Figure 3.1 Explanatory Sequential Design	. 35
Figure 3.2 Interactive Analysis	. 46



LIST OF APPENDICES

Appendix 1.Empirical Validity and Reliability	.93
Appendix 2.Teachers' Responses of the Questionnaire	.95
Appendix 3. Sample of Questionnaire	. 104
Appendix 4. Data Dsiplay	. 110
Appendix 5.Transcription of the Interview	. 117

