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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21 May 2016
Bandar Lampung
University,Indonesia

PROCEEDINGS

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20 -21 MAY 2016

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

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LEARNER AUTONOMY IN BLENDED LEARNING SPEAKING CLASS

A) Ida Nahdaleni[1]* and B) Yanuarius Yanu Dharmawan[2]

[1]Faculty of Teacher Training and Education, UBL, Indonesia
*Corresponding email: idanahdaleni@gmail.com

Abstract

This research aims to know the condition of learner autonomy in blended learning speaking class and focus on measuring the first level of learner autonomy. The participants of this research were the students who took speaking class. They were the second semester students of English Language Education Study Program of Teacher Training and Education Faculty in Universitas Bandar Lampung. The researcher collected the data from the questionnaire. 12 questions involved in the questionnaire have been proved to have high content validity and high reliability to measure the first of three levels of learner autonomy by Benson (2000). From the data, the researcher found that in blended learning speaking class, the students are in moderate level of autonomy in the context of interdependent level of control over learning management.

Keywords: Learner Autonomy, blended learning, speaking class

1. INTRODUCTION

Nowadays, technology develops rapidly. Everything is in form of digital. This digital era makes human entered a new lifestyle that cannot be separated by all-digital electronic. Technology becomes a tool that is very useful to help people to fulfill their needs. By the using of digital electronic, everything can be done easier.

We, as people who live in this era, have to be able to utilize and use the technology effectively. In Educational field, Toffler (2010), as cited by Widiati (2010), explains that education should refer to the development of the future. Therefore, if we want to be success in every field, especially in our educational field, we have to be able to follow the development of the technology and never let ourselves left behind by others.

In this era, the use of the technology becomes our commodity every day. The mastery of the technology becomes a chance to survive in the stage of fight globalization. Therefore, in this a fast-changing world, (Dickinson, 1987 as cited in Widiati's speech, 2010) the learning process needs learning autonomy. The concept of learning autonomy become more important, especially in the development of language teaching centered on learning process (Wenden, 2002 as cited in Widiati, 2010).

In this respect, the research is concerned on speaking class, because speaking class is an important subject. By mastering the speaking skill, it will make us able to communicate with other people from other countries well. Teachers should be more focus and selective in preparing and choosing the media and the system of teaching learning process in speaking class.

If we look back to the language teaching system histories, it shows a familiar language teaching system, which tend to be more teacher-centered. The students were more dependent on their teacher instructions. It makes the students don't have responsibility and initiations in learning. Because of those conditions, the teacher realized how important learner autonomy is and started to lead and push the students to be more responsible of their own learning and to decide ways of reaching their own success.

Learner autonomy is often defined as learners' ability to take control of their own learning (Holec, 1981 in Kim 2014). Learning autonomy is seen as the result of a learning process which has the goal, development, and the scoring entrusted to the learners (Benson, 2001 in Bayat, 2011). Nevertheless, learner autonomy developments have wide varieties based on the teacher's roles and the classroom environment. It can be said that the impact on learner autonomy can be different based on the differences of teachers' knowledge of perspectives of learner autonomy and the differences of teachers' ability to implement a system in student choice and self-directedness (Kim, 2011).

Learners can take control of their own learning processes as much as possible. They are quite independent when they work with technology or their own gadget- such as using their smart phones, and their computers-, because they love technology and they can explore themselves freely on finding the ways to learn using the technology. Jones (2001), states that teachers have big role in developing learner autonomy in choosing appropriate language teaching method. So, it is important for the teachers to provide some teaching methods that allow them become responsible, independent, and autonomous in learning.

According to Kohonen (2001), making choices about learning contents and processes, reflecting on their learning process and being aware of their achievements and discovering new needs are the essential parts of developing learner autonomy. So, to develop learner autonomy, a teacher has to be able to create and choose the content of the teaching appropriately and also have to be able to maintain and decide how the process will be. Teachers should pay attention that students should have the freedom to choose the way how they learn by themselves in term of developing learner autonomy.

Considering the situations that students are quite independent when they work with technology or their own gadget, it would be a great idea if the teachers combine traditional face to face teaching with internet-based teaching. So that, the students can use their gadget in learning process and they will have such freedom to decide the way of their learning through their gadget. To combine face-to-face learning and online learning is a good idea. This kind of combining is called as blended learning.

Blended learning generally refers to the learning that combines or mixes the face-to-face learning with technology or computer-based learning. Nowadays, the term of blended learning becomes popular. Therefore, there are so many combinations in learning that is called as blended learning. Actually, blended learning is a learning that combines the strategy in delivering material using face-to-face activity, computer-based learning, and internet-based learning. Blended learning represents an opportunity to integrate the innovative and technological advances offered by online learning with interaction and participation offered in the best of traditional learning or face-to-face learning (Thorne, 2003).

Based on explanation above, the researcher was interested to know: how is the learner autonomy in blended learning speaking class?

2. REVIEW OF RELATED LITERATURE
2.1 Concept of Autonomy

For many years, the teachers have been the centre of the class and become the director of the learning process. Traditional teaching has been a method that teachers used. In the traditional teaching, the knowledge only flows in one-way. Autonomy does not adopt this strategy and more attend and suggest that the teachers should act as a facilitator in the learning process. The knowledge should flow not only in one way or one source. The knowledge also cannot be taught, but must be constructed by the learner (Candy, 1991). The facilitator must create a circumstance that can make the learners curious and enthusiasm. Te facilitators also should be encouraging where possible, and producing the correct environment in which to learn.

The idea of autonomy is not a new element in the history of education. Autonomous learning is increasingly becoming a modern approach to English language education. Autonomous language learning has been connected with individualization, and the concept that learners have their own preferred learning styles, capacities, and needs. Autonomous learners have more dedicated and responsible. They do not need their teachers to make them forced to do their homework. They themselves are willing to be responsible of their own learning. Autonomous learners can concentrate on their own learning so they can be independent in learning.

Learner autonomy refers to "the capacity to take charge of one's own learning" (Benson, 2001, p. 8 in Bayat, 2011) and autonomous learning is when learners can do the capacity. To know better about that term, Little (1994, p. 81) noted about some statements which tell what the autonomy is not:

• *Autonomy is not a synonym for self-instruction; in other words, autonomy is not limited to learning without a teacher*
• *In the classroom context, autonomy does not entail an abdication of responsibility on the part of the teacher; it is not a matter of letting the learners get on with things as best they can.*
• *On the other hand, autonomy is not something that teachers do to learners; that is, it is not another teaching method.*
• *Autonomy is not a single, easily described behavior.*
• *Autonomy is not a steady state achieved by learners.*

Autonomy is an important characteristic for a good language learner. The importance of autonomy in language learning can be observed in Omaggio's definition of a good language learner (cited in Bayat, 2011) which characterizes good language learners as people who are aware of their learning styles and strategies and know how to adapt them for different learning conditions; know about their strengths and weaknesses; and use every opportunity to communicate in the target language. Esch (1996) gives emphasis that autonomy already exists naturally in learning process: "Humans are not only able to adopt to different languages and different learning conditions, but also to progress in their ability to learn, by becoming aware of the processes through which they learn, by conceptualizing their learning experience, by being actively engaged in steering the process and by having responsibility to organize their learning experience" (pp. 37-8).

In classrooms, teachers hold up with learners' learning process. As Holec (1985) cited in Bayat (2011), states "learning to learn" and "making someone learn" are completely contradictory. The key to develop autonomy appears to be support. Support that is given by teachers could be in the form of technical way such as teaching learners some strategies, cognitive or meta-cognitive. It may also be a psycho-social support where the teachers persuade learners to control their own learning and support them in gaining self-confidence. Of course, the teacher has to discover to help the learner in learning which requires teacher training.

The fostering of autonomy is clearly desirable in language teaching. Teachers should support their learners using different methods. As Benson (2001, p. 224) in Bayat (2011) mentioned "autonomy takes a variety of forms, there is no single best method of fostering it". Studying with different methods may give the development of learner autonomy in language learning settings.

Sinclair (2000) implies 13 aspects of learner autonomy which have been recognized and accepted by the language teaching profession:

1. *Autonomy is a construct of capacity*
2. *Autonomy involves a willingness on the part of the learner to take responsibility for their own learning*
3. *The capacity and willingness of learners to take such responsibility is not necessarily innate*
4. *Complete autonomy is an idealistic goal*
5. *There are degrees of autonomy*
6. *The degrees of autonomy are unstable and variable*
7. *Autonomy is not simply a matter of placing learners in situations where they have to be independent*
8. *Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making*
9. *Promoting autonomy is not simply a matter of teaching strategies*
10. *Autonomy can take place both inside and outside the classroom*
11. *Autonomy has a social as well as an individual dimension*
12. *The promotion of autonomy has a political as well as psychological dimension*
13. *Autonomy is interpreted differently by different cultures*

2.2 Definition of learner autonomy

Learner autonomy is described and defined with language learning and there are some terms about it in literature. Dickinson (1987) and Pemberton (Pemberton et.al. 1996, p. 2) as cited in Dafei (2007) identify many different terms in the literature on autonomy, some of which are used synonymously, and some of which have been ascribed a number of separate meanings. According to Benson (2001, p.48) as cited in Dafei (2007), there are a number of terms related to autonomy, which can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes (or whatever we think the capacity to control your own learning consists of). The point is that learning by yourself is not the same as having the capacity to learn by yourself. Also, autonomous learners may well be better than others at learning by themselves (hence the connection), but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'. The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by yourself. But these terms are very often used as synonyms for autonomy. When you come across any of these terms, it is a good idea to check what the writer means by them exactly. When it comes to its definitions, perhaps, the most often quoted definition is that of Holec, who classifies autonomy as 'the ability to take charge of one's own learning'. To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning:

- *determining the objectives;*
- *defining the contents and progressions;*
- *selecting methods and techniques to be used;*
- *monitoring the procedures of acquisition;*
- *evaluating what has been acquired (Holec, 1981).*

Little (2002) stated that learner autonomy is a problematic term because it is confused with self-instruction. It is also a greasy concept because it is infamously difficult to define accurately. The expanding literature has debated, for example, whether learner autonomy should be thought of as capacity or behavior; whether it is characterized by learner responsibility or learner control; whether it is a psychological phenomenon with political implications or a political right with psychological implications; and whether the development of learner autonomy depends on complementary teacher autonomy. There is on the other hand broad agreement that autonomous learners

understand the purpose of their learning program, overtly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness (Holec 1981 in Little 1994). In other words, there is a consensus that the practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This definition confines the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another.

3. METHODOLOGY
3.1 Participant
   This research used a qualitative study, accomplished by giving questionnaire sheet. There were 26 second-semester students of English Education Study Program in Universitas Bandar Lampung involved in this research – four of them were boys and the rest were girls. All of 26 students were taking Speaking II class that applied blended learning.

3.2 Measurements
   This research applied a kind of a standard type test. That is a questionnaire. The questionnaire was used to identify learner autonomy. The questionnaire was designed to explore how far the autonomy of the learner in the context of interdependent levels of control over learning management.

3.2.1 Questionnaire
   In order to know the condition of learner autonomy in blended learning speaking class, the researcher provided questionnaire designed by Zhang and Li (2004, p.23) which also applied in Dafei (2007). This questionnaire covered 12 questions. Those questions have been revised and predicted on the basis of the learning strategies classified by Oxford (1990, p. 17), Wenden (1998, p. 34-52) and O'Malley and Chamot (1990). The questionnaire has been proved to have high content validity and high reliability. The researcher gave the questionnaire to every student, which was done on May 12th, 2016 in Speaking class of English Language Education study Program of Teacher Training and Education Faculty, Universitas Bandar Lampung.

4. RESULT AND DISCUSSION
   The questionnaire consists of 12 questions with a four-point Likert-type scale. They are always, sometimes rarely and never. The students should choose one of the scales that are appropriate with their management in learning.
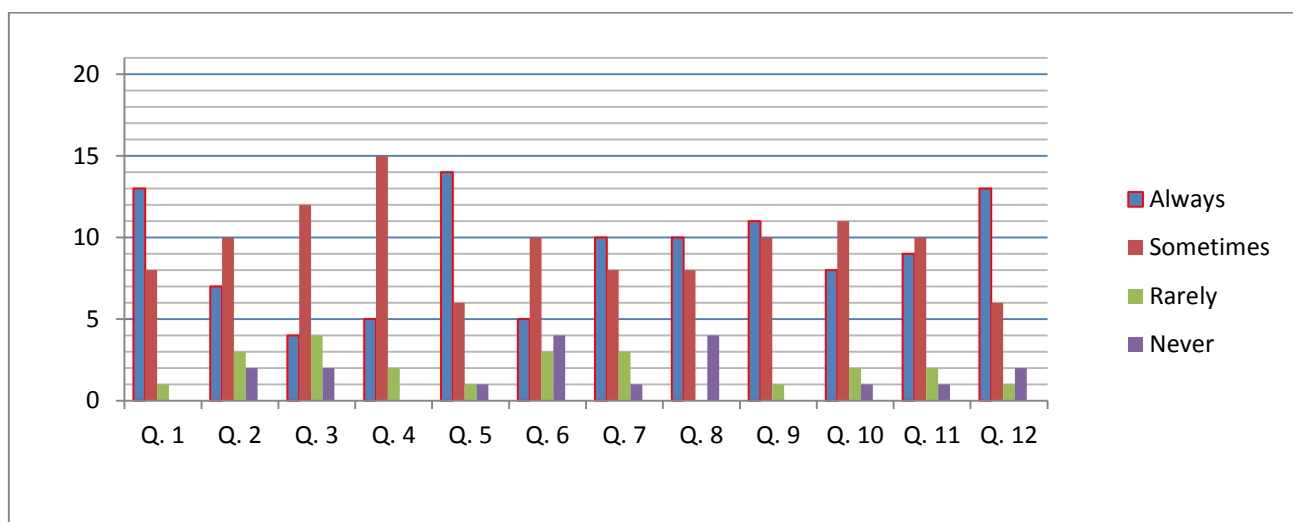
Figure 1. the resume of students' answers of the questionnaire

   There are three aspects that the researcher measured in this level of control over learning management. The first is learners' planning decision. In this aspect, learners must be able to make a planning to have a good decision in their autonomy in learning. The second is the implementation. This aspect refers to the implementation of autonomy in their learning. The last is evaluation. In this aspect, students do evaluating for their learning.
Related to the aspects, the questionnaire consists of 4 questions for the first aspect, 4 questions for the second aspect, and 4 questions for the third aspect.

Table 1. Result of the questionnaire

1. First indicator's mean :					
Question	**ALWAYS**	**Sometimes**	**Rarely**	**Never**	**Mean**
Question No.1	**13**	**8**	**1**	**0**	**3.5**
	52	24	2	0	
Question No.2	**7**	**10**	**3**	**2**	**3.0**
	28	30	6	2	
Question No 3	**4**	**12**	**4**	**2**	**2.8**
	16	36	8	2	
Question No.4	**5**	**15**	**2**	**0**	**3.1**
	20	45	4	0	
2. Second indicator					
Question	**ALWAYS**	**Sometimes**	**Rarely**	**Never**	**Mean**
Question No.5	**14**	**6**	**1**	**1**	**3.5**
	56	18	2	1	
Question No.6	**5**	**10**	**3**	**4**	**2.7**
	20	30	6	4	
Question No.7	**10**	**8**	**3**	**1**	**3.2**
	40	24	6	1	
Question No.8	**10**	**8**	**0**	**4**	**3.1**
	40	24	0	4	
3. **Third indicator**					
Question	**ALWAYS**	**Sometimes**	**Rarely**	**Never**	**Mean**
Question No.9	**11**	**10**	**1**	**0**	**3.5**
	44	30	2	0	
Question No.10	**8**	**11**	**2**	**1**	**3.2**
	32	33	4	1	
Question No.11	**9**	**10**	**2**	**1**	**3.2**
	36	30	4	1	
Question No.12	**13**	**6**	**1**	**2**	**3.4**
	52	18	2	2	

The means of the obtained results were further analyzed according to a scale bellow:
- Mean above 4.21   : very high level of autonomy
  It means that when the students have this level of autonomy, they have very good management in their learning. They can manage their time to study, how they learn something and always do the evaluation of their learning very well.
- Mean 3.41-4.2   : high level of autonomy
  In this level, the students can control themselves to make a good decision about how they study, including their evaluation of their learning.
- Mean 2.61-3.4   : moderate level of autonomy
  In this level, the students have good management over their learning.
- Mean 1.81-2.6   : low level of autonomy
  The students have little desire to manage their learning. They still tend to learn and do the review based on their mood.
- Mean below 1.8   : very low level autonomy
  The student still depend themselves on the instruction from the teachers and don't have initiation (Yang, 2003)

   There are three aspects that the researcher measured in this level of control over learning management. The first is learners' planning decision. In this aspect, learners must be able to make a planning to have a good decision in their autonomy in learning. The second is the implementation. This aspect refers to the implementation of autonomy in their learning. The last is evaluation. In this aspect, students do evaluating for their learning.
Related to the aspects, the questionnaire consists of 4 questions for the first aspect, 4 questions for the second aspect, and 4 questions for the third aspect.

Based on the result and the scale, the researcher could get:

The mean of the first indicator: (3.5+3.0+2.8+3.1):4 = 3.1

In this aspect, the learner are able to make a planning to have decision in their learning autonomy but still confused by how they can decide the planning.

The mean of the second indicator: (3.5+2.7+3.2+3.1):4 = 3.13

In the mean of 3.13, the students only applied the standard way as their usual autonomy in learning.

The mean of the third indicator: (3.5+3.2+3.2+3.4):4 = 3.33

Almost 40% of the students answered the questionnaire of the evaluation indicator that they rarely do the evaluation after they studied.

The mean of all indicators : (3.1+3.13+3.33):3 = 3.2

From the calculation of the mean, it can be concluded that the result of this study shows the students in blended learning speaking class have moderate level of autonomy in the context of interdependent level of control over learning management. The results of this research hopefully can give a great contribution to the development of EFL curriculum and teaching in Indonesian context. Therefore, this result of research can be useful for English teachers, researchers, and curriculum developers.

(1) This research provides knowledge about learner autonomy in blended learning to the English teacher. As a result, the information about learner autonomy in blended learning speaking class might develop teachers' knowledge about learning autonomy. It is also expected that based on the results of this research, teachers are able to decide what is emphasized first in order to successfully foster learner autonomy.

(2) The results of this study are intended to shape the knowledge about learner autonomy in language learning, especially in blended learning speaking class. In this respect, the research also increases other study that may be used for future researchers to do an analysis on learner autonomy in language learning.

(3) The results of this study may get rid of important light on the curriculum development of English as a foreign language in Indonesia. In this respect, curriculum developers are provided with a new insight into the principles of learner autonomy. It is expected that they are able to include the principles of learning autonomy in the curriculum design, particularly in sequencing learning contents and activities blended learning, which gives EFL learners an ample chance to be actively involved in the learning processes.

5. CONCLUSION

Many language teachers agree that autonomy is a good idea in theory, but a little bit idealistic as a goal of language teaching in practice. This study explored the condition of learner autonomy in a sample of 26 second-semester students of English Education Study Program in Universitas Bandar Lampung by providing a questionnaire. The results of the study indicate that students have moderate level of autonomy in the context of interdependent level of control over learning management.

First of all, the findings can be helpful in the way of enlightening teachers so that learners can mainly depend on themselves in learning English. Secondly, teachers ought to enhance the students' learner autonomy to increase their English proficiency, which will be much effective than only a large quantity of teachers' efforts. For instance, by giving students more responsibility, teaching learning strategies, guiding reflection, students may consciously and unconsciously employ more metacognitive strategies. However, it should be noted that not all the identified strategies suit individual preference. Some other strategies may also contribute to success in learning. It is important to inform the students of the importance of learner autonomy and increase their awareness of learner autonomy in order to facilitate the language learning process. With students making their learning schedule and designing lessons and materials and presenting in the class, the teachers encourage students to take responsibility for their own learning and develop the ability to control their own learning. However, a limitation of this study is the limited subjects from a single university.

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