

Post Covid-19 Reflection from Indonesian EFL Students on Their Learning Autonomy

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Abstract

Distance learning is an alternative way to reduce the spread of the Covid-19 pandemic. In this situation, learning was conducted through electronic media and internet connection independently. So, in this case, students must take the initiative to understand the material without having a face-to-face guide from the teacher which might increase their learning autonomy. This research aims to examine students' reflections on how they learned English autonomously during the Covid-19 pandemic unveil the perception of learner autonomy, and find out the factors that influence learner autonomy after experiencing distance learning. The present research implemented a mixed-method of research design by administering the questionnaire and conducting a semi-structured interview. The respondents were the students of the English Language Education Study Program at the State Islamic University of Mataram. The findings showed that students gain autonomy in English learning by utilizing the internet resources optimally, such as YouTube, Google, social media, and learning applications during distance learning. They also have a very positive response to learning autonomy, in terms of the role of the learner, the role of the lecturer, the type of task, and the role of the environment

Keywords: Autonomous learners; Distance learning; EFL; Internet resources

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INTRODUCTION

Students' autonomy in English language learning process is pivotal to success especially for EFL students. [Firman et al., \(2020\)](#) stated that English as a foreign language in Indonesia needs to increase their exposure in terms of chances in autonomous learning activities in this globalization period so that students' knowledge of learning obligations can be reached. Furthermore, learner autonomy is the students' responsibility to control their learning, to determine what they need in their learning, to control their target in learning, to select the suitable strategy for learning, and to achieve a good outcome in learning English. It is significant for EFL students to foster autonomy to succeed in their studies especially when the

government commands distance learning for all levels of education due to the pandemic.

Entering the middle of 2020, there was a global pandemic (Corona Virus Disease 19/COVID-19) which had various effects on all aspects of life, especially in the field of education. The government tries to handle and prevent the pandemic through various policies related. Distance learning is an alternative way for learning to reduce the level of pandemic spread that occurs. Distance learning then became a new thing for the education system in Indonesia. Because so far, learning was carried out directly until the pandemic appears and causes distance education to take effect. Distance learning carried out online, or commonly also known as online learning.

In distance education, learning is done through electronic media and internet connection so that they are able to meet face to face indirectly with each other. But not infrequently students are required to be able to do various kinds of assignments or understand the material independently that has been given in the form of learning modules or readings by the teacher, even though this situation might result in learning burnout (Utami et al., 2024). So, in this case, students must take the initiative in understanding the material without being guided directly by the teacher, and increasing their learning autonomy (Khusniyah & Ariawan, 2024). As stated by Jacobs et al., (2016), determining the autonomy of distance education has critical importance. They not only learn from the teacher's explanation indirectly but they will have the initiative to study independently because they feel need the knowledge itself. So far, the learning process carried out is too 'teacher-centered' which is only teacher-oriented, so students tend to find it difficult to apply learning or assignments without direct guidance from the teacher (Suhandra & Ariawan, 2023).

This is in stark contrast to distance education which is 'student-centered' or more student-oriented, where students must be more active in asking, searching, finding, and understanding brief descriptions of learning from the teacher. It is in line with Mulyah et al., (2020) in their study about exploring learner autonomy that explained the impact of the epidemic necessitates student-centered learning rather than teacher-centered learning where the educational system is being shifted to digital and online learning. Due to this condition, the students are demanded to be independent learners as they cannot directly have guidance from the teachers. As stated by Fotiadou et al., (2017) distance learning environments requires such innovative learner-centered methods toward effective and interesting learning. Therefore, students' autonomy learning can indirectly be honed through the distance education system or it can be combined (blended learning) as some students claimed it more effective (Ariawan, 2021). In this distance education environment, there will be a strong prospect that they could be autonomous learner too, because they will have more initiative to study independently and it caused by their feeling that need the knowledge itself (Ariawan, 2023). In this study, the researcher will describe how the students learn English autonomously during distance learning, the perceptions of students about autonomy, and factors that promote the students' learning autonomy during distance learning.

Learner autonomy can be defined as the ability of a learner to be in charge of all parts of their learning experience, from identifying their learning objectives to defining the material, choosing the appropriate learning techniques, and determining how to measure and monitor acquisition (Holec, 1981). Moreover, Han (2014) states that there are various terms that define

learner autonomy, those are; 1) Self-instruction, it means that learning without a teacher or learning without a direct control from the teacher (students learn independently without teacher's instruction); 2) Self-direction, it means that the techniques or strategies used in directing one's own learning; 3) Self-access means that the learning from materials and facilities that are organized to facilitate learning activities; self-instruction used these materials; 4) Distance learning refers to closely connected with online learning; 5) Out of class learning means that the effort or initiative of students to take language course to find chances for language learning outside class.

Littlewood (1999) classified learner autonomy into two levels namely proactive autonomy and reactive autonomy. Learners with proactive autonomy can plan, monitor, and access their learning. Learners establish their own learning agenda and learning direction in this manner. Reactive autonomy occurs when learners do not initiate their own direction, but once initiated, it allows them to organize their resources independently to achieve their goal. Moreover, Higgs (1988) stated that there are four factors that influence the autonomous learner. The four factors are; 1) The role of the learner itself. He stated that previous educational experiences have an impact on autonomous learners. The psychological variable is another consideration. According to Benson (2001), a number of individual psychological variables influence the learning autonomy outcomes. He also claims that learners have control over psychological factors that influence their learning, particularly those related to motivation, affective state, and beliefs or preferences.; 2) The role of teacher. Teachers play an important role in assisting students in learning about the learning process. This process produces supportive and stimulating learning outcomes, which aids students in developing discipline. The most important aspect of language teaching is assisting students in becoming more self-sufficient in their learning.; 3) Type of task. In this case, students will be assigned numerous tasks. The majority of them are from their teacher. The attractive and challenging task will have a significant impact on the autonomous learner; and 4) The role of environment. The surrounding environment of the students greatly affects their motivation to be autonomous. Additionally, the situational and social factors influence learning strategies in the environment. It can be concluded that autonomy of learners deals with their readiness to decide effective and efficient method of learning and monitor the learning progress.

In addition, a research by Mulyah et al., (2020) revealed that students in online language learning do not have adequate autonomy. This indicates that the pupils are not yet ready to be independent learners in online language classes. The students also classified as reactive autonomy. Learning vocabulary, going through old test papers, and collaborating in groups to complete tasks are some examples of independent learning activities carried out by students with reactive autonomy. This previous research has similarity and difference with the present research. The previous research observes the perceptions of students' autonomous learners in learning English in online learning environment and it is in line with the present research which connects the research with the distance learning. The instrument and the subject of previous research are also similar with present research. Chan (2001) described the profile of learner autonomy in learning English and the factors promote students' learning autonomy. There are six characteristics of autonomous learners namely highly motivated, goal oriented, initiative, active, willing to ask question, and making use of opportunities. Besides, there are

six factors promoted students' learning autonomy of the students including the role of learner themselves, the role of teachers, type of tasks, the role of environments, the role of technology, and both intrinsic and extrinsic motivations that become the main factor in promoting autonomy. Therefore, based on the importance of learning autonomy and learning reflection, the present study aims at investigating EFL students Post Covid-19 Reflection from of their learning autonomy.

METHOD

Design

This study used both quantitative and qualitative design (mixed-method) with questionnaire and interview. The data gained from the second, fourth, and sixth semester of English Language Education Study Program at State Islamic University of Mataram. By determining the purposive sampling, a total of 100 questionnaire respondents and 10 interviewees participated in this study. The researcher took 100 students as respondents consists of the second, fourth, and sixth semester students at English Language Education Study Program State Islamic University of Mataram. In this study, purposive sampling was used as a sampling technique involving 10 respondents.

Data Collection

The data were gathered through questionnaire and interviews. The questionnaires were adapted from [Mulyah et al., \(2020\)](#) with slight adjustments to make it suitable with the research purpose. The items were developed using Likert-scale 1 to 5 that indicates the level of relevance between the statements with students' responses. Moreover, there are four categories of learner autonomy and students' perception of it that have been determined by the researcher namely adverse category which range from 0%-25%, good enough from 26%-50%, good from 51%-75%, and very good category from 76%-100%. Furthermore, the researchers transcribed and analyzed the data from interview. The data analysis for this study is based on the interview used in the research. There are ten questions given to the respondents which are related to the research purpose.

Data Analysis

In this research, the researcher used descriptive quantitative and qualitative analysis to analyze the data. According to [Miles et al., \(2014\)](#), there are four steps in qualitative data analysis: data collection, data condensation, data display, and conclusion drawing

FINDINGS AND DISCUSSIONS

Finding from the Questionnaire

After distributing questionnaires and interviews to students of the English language study program semesters 2, 4 and 6, the researchers then analyzed the data before displaying an organized data. Finally, the current research found that the way students learn English and are autonomous was indicated through the use of online platforms during distance learning. This can be seen from the results of the questionnaire which indicated the learner autonomy on the percentage of students who answered Likert-scale 3, 4, and 5 in every statement which was much higher (more than 50%) compared to the number of students who selected Likert-scale 1 and 2 (less than 30%). Those results were in line with the interview's results. The interview

results showed that the internet resources, varieties of learning applications, social media, and music platform platforms helped the students learn independently. It is in line with Collins who stated that Internet resources are needed in distance learning to be an autonomous learner. To clarify, the researcher presents the Table 1.

Table 1. Way Students Learn English and Being Autonomous during Distance Learning

Statements that indicate the Way Students Learn English and being Autonomous during Distance Learning	Total of Students' Response (%)	
	1 & 2	3, 4, 5
I learn English by using online platforms in distance learning environment.	12%	88%
When the class is over, I use my free time to learn English more through apps or internet.	13%	87%
I preview the material before the class begins.	22%	78%
I review the material after the class finishes.	18%	82%
I plan the time for studying English outside the classroom.	21%	79%
I have my own strategy to learn English.	9%	91%
I search information on the internet and the other sources for learning English.	9%	91%
I make notes and summaries of my lessons.	15%	85%
I evaluate myself in learning English by identifying my learning difficulties and try to solve it.	14%	86%
I try to expose myself to (practice or learn) English through e-books or journals.	14%	86%
I try to expose myself to (practice or learn) English through music, movies, social media, or YouTube.	11%	89%
I try to expose myself to (practice or learn) English through (learning) applications.	13%	87%

Based on the questionnaire result, the statements from number 13 to the last (no. 19) indicated to unveil the perception of students on learner autonomy during the distance learning both it depends on the self-concept and the situation. As explained before, students' perception on learner autonomy got a very good response. It was shown from the percentage of students who answered Likert-scales 3, 4, and 5 in every statement which was higher (more than 80%) compared to the number of students who answered with Likert-scales 1 and 2 (less than 20%). So, it can be concluded that most of students have very good and positive perception on learner autonomy during the distance learning. For more details, it is shown in the Table 2.

Table 2. Students' Perception of Learners' Autonomy during Distance Learning

Statements that indicate Students' Perception of Learner Autonomy during Distance Learning	Total of Students' Response (%)	
	1 & 2	3, 4, 5
I have a sense of responsibility of my own learning.	5%	95%
I am motivated in learning when I plan my own learning.	7%	93%
I am motivated in learning if the lecturer decides the learning plan.	9%	91%
I enjoy doing the task if my lecturer decides the material/topics.	10%	90%
I enjoy my learning when I was given freedom in my learning	12%	88%
I feel more autonomous (motivated, self-directed, responsible, self-aware and independent) in distance learning environment than in direct learning environment.	18%	82%
It is important to be autonomous (motivated, self-directed, responsible, self-aware and independent) in increasing English skill.	7%	93%

Findings from the Interview

The researcher conducted the interview to gain the deeper information about how the students learn English and being autonomous during the distance learning. Based on the questionnaires result, the students are being autonomous by utilizing the online platforms in learning English. They also use their free time to learn English through internet and learning applications. Those are in line with the interview's results. From 10 students that are interviewed, all of them used YouTube in learning English and utilized it as a tool in improving their English skills, especially in speaking and listening. It is stated in the interview result below:

"I often improve my English by watching some videos that use English on YouTube, such as speeches, TedTalk, LinguaMarina, GoNaturalEnglish.com etc. In addition, I often practice speaking English and listen to English songs and English Podcasts every day." (P7)

"One thing that I really like is listening and before sleep, usually I listen to some podcast and speech in English on YouTube" (P9)

"I use some online platforms such as YouTube to hear some podcasts and improving my listening skill." (P6)

Beside YouTube, there are also some of them who used Google-Scholar to look for some journals or other websites on Google, from the social media such as Instagram, Facebook, Resso (music platform), and TikTok, and from other the learning applications such as Duolingo and Cake, and other ways that ultimately helped them being autonomous during the distance learning.

"For reading I use Google Scholar to look for some journals..., and I usually do it when I have a good mood and a spare time." (P6)

"...sometimes I use website like Jakarta post, and listening some podcast, I also practice with my friends." (P1)

Moreover, even though the online platform has become their main tool as a way for them to learn and become autonomous, some students have their own strategies.

"I make a program weekly to go to the beach and find out the native speaker (to increase my speaking ability)." (P2)

"For writing and speaking I don't use specific platforms and just practice it by myself" (P6)

According to the interview results, all the students responded positively about learner autonomy and in being autonomous. It is shown that they have a very good perspective on learner autonomy. Besides the positive perception on learner autonomy, there is an informant from the students who gives not only the positive, but also the negative perception on it.

"For me I have positive perception, we're more discipline, more independent, and Important to our future." (P2)

In addition, based on the interview result, the researcher found some factors that influence learner autonomy in learning English during distance learning, such as the students itself, motivation, environment, task and the lecturer. Most respondents admit that the factor that most influences learner autonomy is the internal factor in the form of themselves, both in the form of the strong desire for themselves and the motivation they have. This is based on their assumption that learning English is very important.

“In my opinion, in this modern era it is very important to study language. Especially English, because English is an international language that everyone uses.” (P4)

“For me English is very important because having the ability to speak English will make it easier for us to communicate with people abroad.” (P7)

On the other hand, another factor is environmental factors in the form of family that really matters.

“I have brother he can study abroad until get PhD and that’s really motivates me in learning, and from my family.” (P1)

Furthermore, the next influential factors reported by the interviewees was significance of lecturers who have a very fundamental toward learners’ autonomy, especially in the form of stimuli such as giving task, motivation, and assignments.

“The role of lecturer is important, or can be said as one of factor to stimulate the learner autonomy. Because he can motivate us give us the inspiration.” (P2)

The results of the present research show that students learn English so far by being a good autonomous learner. Almost all respondents from the questionnaire results show that during this distance learning they are able to take responsibility for all aspects of their learning experience, including determining their learning objectives (questionnaire no. 5 and 7), defining the content (questionnaire no. 8), selecting the learning methods to be used (questionnaire no. 2, 6, and 10-12), determining and how to measure and monitor acquisition (questionnaire no. 9 and 10). The interview results are also similar to the questionnaire results where almost all respondents have the responsibility for all aspects of their learning experience and strengthen it by more frequently utilize the online platforms during distance learning. It is indicated by the utilization of social media platforms like YouTube, Instagram, and Facebook to improve their vocabularies, speaking and listening by watching the video and listening to the music in Reso app. The students also generate Google Scholar in increasing their reading comprehension, writing skills and grammar. Some applications such as Cake and Duolingo are used as they have complete features in facilitating them learning English.

According to Han (2014), there are five items that define the learner autonomy, namely self-instruction, self-direction, self-access, distance learning, and out of class learning. After the research is done, the researcher found that the five items also define the students of English study program especially for the first three items as the way they are being autonomous during the distance learning. First is self-instruction, it means that learning without a teacher or learning without a direct control from the teacher (students learn independently without

teacher's instruction). The researcher found almost all the students are self-instruction students, because during the distance learning they are learning without a direct control from the lecturer.

Next is self-direction which means the techniques or strategies used in directing one's own learning. The researchers unveiled that almost all the students have their own techniques or strategies in learning English during the distance learning. The researcher found, even though the online platform has become their main tool as a way for them to learn and become autonomous, some students have their own strategies. Self-access means that the learning from materials and facilities that are organized to facilitate learning activities; self-instruction to use these materials. Most of the students are found to have self-access in conducting their learning as an autonomous learner. Then, distance learning refers to closely connected with online learning. As the definition, the researcher found the students doing the online learning during the distance learning situation. Last is out of class learning means that the effort or initiative of students to take language course to find chances for language learning outside class. The students who have been researched take advantage of this out of class learning by using various online platforms to improve their English skills. From the interview results, most of them used YouTube in learning English and utilized it as a tool in improving their English skills, especially in speaking and listening.

Furthermore, Littlewood (1999), classified learner autonomy into proactive autonomy, and reactive autonomy. Learner with proactive autonomy can plan, monitor, and access their learning. Learners establish their own learning agenda and learning direction in this manner. Reactive autonomy occurs when learners do not initiate their own direction, but once initiated, it allows them to organize their resources independently to achieve their goal. For example, if a task is assigned, the learner will eagerly complete it and may volunteer to form a group to deal with it. According to the research results, in distance learning situation most of students can be categorized as proactive autonomy. As it has been explained before, the result of questionnaire and interview are shown that the students are able to plan, monitor, and access their learning. This is different with Adianingrum (2017) who stated that most of Indonesian learners can be categorized as reactive learner autonomy, in Asian especially in Indonesian educational context, this classification (reactive learner autonomy) is worth attention. Another different finding also found by Khotimah et al., (2023) who found most of students had experiences on autonomous learning in form of reactive autonomy. However, the researcher found some of the students also categorized as reactive autonomy, but the questionnaire result shows that the statement which is indicated proactive autonomy is classify in very good category than the reactive autonomy in good category, also both findings are in different context with the present study. Both of them have done the research in normal situation, and the present study is in the distance learning or online learning situation. So, the present research revealed the finding that the students are proactive autonomy during the distance learning.

In the present research, the researcher discovered the perception of students in learner autonomy which is affected by their self-concept and the distance learning situation. From the data display aforementioned, the perception of students on learner autonomy during the distance learning are in good and very good category or it can be concluded as a positive perception. According to the self-concept, most of students' response to the learner autonomy

positively by stating that it was very important and it was really necessary to be owned especially in the distance learning situation.

As the questionnaire result, the interview results also have a positive response about the perception of learner autonomy. When they were asked questions about their initiative in self-study, almost all interviewees had it for quite a variety of reasons. Moreover, when asked about their perception of learning autonomy in particular, they answered that it was very important. According to the interview results, all the students responded positively about learner autonomy and in being autonomous. It is shown that they have a very good perspective on learner autonomy. Beside the positive perception on learner autonomy, there is an informant from the students who gives a negative perception on it. However, it is because of he has a little mistakenly understood about the term of learner autonomy. Littlewood (1999) argues that in the learning environment, 'autonomy' is sometimes misunderstood as a form of learning without an instructor, because the word 'autonomy' has some familiar synonym, such as individual freedom and independence. But in this case, the student understands that learner autonomy is learning alone without friends, when in fact becoming an autonomous learner can also be done by learning in groups. Because, cooperative learning is an instructional and learning approach in which student groups work together to solve a difficulty, accomplish a task, or build a product. Along with these activities, learners are expected, and in some cases, forced, to accept responsibility for their actions (Kemala, 2016). So, it is shown that the students have a good perception, but sometimes they still need to be accompanied by some of friends or they should be included in a study group during the distance learning. However, from the interview results aforementioned, all of the respondents have the positive and good perception on learner autonomy during the distance learning.

Based on the interview result, the researcher also found some factors that influence learner autonomy in learning English during distance learning, such as the students itself, motivation, environment, task and the lecturer. In distance learning, it is important to unveil the factors that influence learner autonomy. Actually there is one statement in the questionnaire which indicated a factor that influence learner autonomy that is the statement number 18 (I feel more autonomous (motivated, self-directed, responsible, self-aware and independent) in distance learning environment than in direct learning environment) and after conducting the interview to gain more information, the researcher then found several factors and can be categorized into four factors influencing learner autonomy according to Higgs. The four factors are the role of learner, the role of teacher, type of task, and the role of environment.

First is the role of learners themselves. This can be defined as the psychological variable. According to Benson (2001), autonomous learners learn languages, and the outcome of their learning is affected by a multitude of individual psychological variables. He also claims that learners have direct authority over psychological factors that affect their knowledge acquisition, particularly those related to motivation, affective component, and beliefs or desires. It is in line with the finding of this research. Most respondents admit that the factor that most influences learner autonomy is the internal factor in the form of themselves. Both in the form of the strong desire for themselves and the motivation they have. This is based on their assumption that learning English is very important. In particular, motivation also underlies them to be more active in learning English and become autonomous learners.

Lecturers play an essential part in assisting students about the educational process. Thus, the next influential factors that the researcher found is that lecturers have a very important role that affect learner autonomy, especially in the form of stimuli such as giving motivation, assignments, attention, etc. According to the interview result aforementioned, the role of lecturers can influence learner autonomy. It can be in form of the way lecturers teach, giving attention and stimulation such as motivation, giving the task, and advices. This finding has the same point of view with Benson who stated that in involving students learning the teacher should create Instructors should create support and encouragement and simulating learning outcomes that encourage students to be disciplined. The most crucial component of language teaching is assisting students in becoming more self-sufficient (autonomous) in their learning (Al-Husban & Tawalbeh, 2023). In this case, students will get a lot of tasks to be done. Most of them are from their lecturer. Some of the autonomous learners allocated their time to learn because there are tasks which is given. The researcher found that the more attractive and challenging task will greatly influence to the autonomous learner. Because the more difficult the task to understand, the more they will try to find the answer and understand the meaning of what they did not know before.

The last is the role of environment. Adianingrum (2017) stated that the surrounding environment of the students greatly affects their motivation to be autonomous. They are mostly independent learner in case of determining learner objectives and evaluating what has been acquired. According to Fotiadou et al., (2017), learner autonomy is also significantly influenced by the educational environment whereby the learning process is conducted, making it an important factor influencing students' learning process during distance learning studies. The researcher also found some of the respondents said that during distance learning, they had more initiative to learn independently. Additionally, Benson (2001) stated that environmental factors include situational aspect and social aspect that influence learning strategies. The family (parents, brother, sisters), relatives, friends, and teachers are some examples of social aspects (social environmental aspects). In this study, the researcher found there is respondent who stated that the social environmental factors in the form of family are greatly influenced the autonomous learners, as Littlewood (1999) said that because they necessitate interconnection, autonomous learners are interdependent. Then, Alic et al., (2018) stated that the types of situational aspects are learning resources or materials. But in present study, the researcher found the situational-environmental aspect is in the form of students' learning environment or in this case is distance learning or also known as online learning environment. Some of the respondents said that during distance learning, they had more initiative to learn independently and particularly, they enjoy distance learning, because they feel they have the freedom to learn.

However, although most of them enjoy distance learning, this is inseparable from some of the obstacles they face. The main problems that most of them faced are lack of quota, and low of internet connection. Another problem is because they feel that during distance learning, the material they get is not optimal. Mulyah et al., (2020) also stated that the negative sides of online learning are students have limited communication with their instructor and negatively may affect the learning outcomes. So, it is shown that the environment is quite influential for them. It can be in form of situation such as online or offline learning and in the form of family as their support system in distance learning.

As summary, there are some factors found by the researcher that influenced learner autonomy during the distance learning namely the role of the learner itself including the motivation and their psychological variable, the role of the teacher and it includes the external motivation, advice, attention, and stimulation, type of task either it is hard or easy one, and the role of the environment which is divided into social or the family and situational environment and distance learning situation.

CONCLUSION

After conducting the research and analyzing the data, the researcher found that the internet is very necessary in supporting students learning English during the distance learning. Because they have taken advantages of online platforms as good as possible to learn independently and used it to search the additional material to learn English. Some of online platforms that most of students usually use are YouTube, Google, social media, and learning applications. They are also being a good and very good autonomous learner facing the distance learning situation as the proactive autonomy. Furthermore, from the data display aforementioned, the perception of students on learner autonomy during the distance learning are in good and very good category or it can be concluded as a positive perception. According to the self-concept, most of students' response to the learner autonomy was positive by stating that it was very important and it was really necessary to be owned especially in the distance learning situation. That the students of second, fourth, and sixth semester of English Language Education Study Program, State Islamic University of Mataram are have a good and very good or positive perception of learner autonomy during the distance learning.

All in all, the researcher presents several suggestions for the English learners, English lecturers, and future researchers. This research is expected to be a reference for the English learners in improving their autonomy in learning English and gaining more information about learner autonomy. So, they can be more independent and autonomous in learning process. Moreover, the students should focus more to the requirements in learning English both in distance learning situation and in any learning condition. Then, the lecturers should pay more attention and give any stimulation to the students especially in distance learning or online learning situation. Because as we know that their roles are really important and influence the students' learning in the form of giving external motivation, advices, and finding the best way to make the students study more independently. Lastly, to those who are interested with this topic, the researcher hopes the future researcher will conduct a better and deeper research related to the learner autonomy in learning English.

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