ENGLISH TEACHERS AND AUTONOMOUS LEARNING

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ABSTRACT

This study investigates the understanding and beliefs of Acehnese teachers concerning autonomous learning as mandated in the 2013 curriculum and how their beliefs about the concept of learner autonomy were applied in their teaching practices. The purposes of this research were: 1) to find out what is the understanding of English Foreign Language (EFL) teachers concerning autonomous learning, and 2) to find out howwell the EFL teachers performed at implementing autonomous learning as mandaited in the 2013 curriculum. The data was obtained by studying 4 EFL teachers from two different schools. It was collected in two phases of study, utilising both a quantitative method (a survey) and qualitative methods (interviews and observations). The instruments used for collecting the data were a questionnaire, interviews and field note observation. This study found that the teachers studied generally lacked understanding about learner autonomy and there were some inconsistencies between the beliefs of the teachers'and their actual teaching practices regarding learner autonomy, as little evidence could be found that many students regarded themselves as autonomous learners in their studies. The findings from this study will hopefully provide teachers and policy-makers with new insights into fostering learner autonomy to improve the educational system in Indonesia especially in Aceh.

Keywords: *Teachers' Beliefs, Autonomous Learning, Independent Learning.*

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INTRODUCTION

Chairani (2015) has stated that the Ministry of Education and Culture of Indonesia has determined three domains that they hope will be transformed with their new 2013 curriculum, namely: (1) Graduate competency, where they expect the graduates to have good character, competent skills and related knowledge; (2) Subjects, which are intended to be relevant with the necessary competencies, and to be more essential and suitable for human development; and (3) Learning processes, which will promote learner-centered active learning, contextual learning and text books which will contain materials and processes, systems of assessment and competency targets.

Nunan (1999) argues that learner-centred rather than teacher-centred classrooms give students the opportunity to become active participants in the teaching-learning processes, making decisions with regard to their learning objectives and materials to be used and helping to decide the processes used for evaluation, thus moving toward becoming independent and autonomous learners. With the 2013 curriculum, teachers are expected to facilitate students to become active, autonomous learners.

Many studies have been conducted about learner autonomy. Some researchers have approached learner autonomy differently. As a result, there are various definitions of learner autonomy plus attempts to apply learner autonomy in particular contexts, especially in Asian contexts (Benson, 2007). This lack of clarity has resulted in some misconceptions about the meaning of learner autonomy. Those misconceptions have created confusion and have therefore resulted in teachers having difficulty in applying learner autonomy in their pedagogy.

In the educational context, the activities of teachers in their classrooms are of prime concern regardless of their beliefs about teaching. Whereas every teacher has her own beliefs and her own philosophy and those beliefs affect the way she teaches. It is believed that teaching beliefs highly influence the teaching practices of teachers. Yoshihara (2012) says that there is a strong connection between the teaching beliefs and the teaching practices of teachers. Teaching beliefs must be reflected in the teaching practices of teachers in some ways.

An understanding of teachers' beliefs needs to be an integral part of initiatives that aim to promote change in what teachers do in their classrooms (Wedell, 2009). Therefore, it is necessary to carry out

research to understand more about the understanding and beliefs that teachers have about learner autonomy or autonomous learning and how those beliefs are influencing their teaching practices.

Research Questions
1. What are the understandings about autonomous learning held by EFL teachers at present?
2. How are the performances of EFL teachers affected by their beliefs about autonomous learning as mandaited in the 2013 curriculum?

LITERATURE REVIEW

Autonomous Learning

Autonomous learning is an empirical approach to foreign language learning and foreign language teaching (Chen & Pan, 2015). Learning autonomy is usually defined as the capacity to take charge of, or responsibility for, one's own learning. Holec (1981) has said that being an autonomous learner means that one is able to have and to hold the responsibility for all the decisions concerning all aspects of this learning. There are four characteristics in Holec's (1981, p. 3) definition. First, autonomy is an "ability to take charge of one's own learning" which means learner autonomy is an attribute of the learner, not the process. Second, this attribute is not innate or in-born but necessarily is acquired through systematic and purposeful learning processes. Third, it describes a potential capacity to act in a learning situation, and not the actual behaviour of an individual in that situation. The fourth feature is related to the learners' ability to take control of their learning by becoming responsible for the decisions made in all aspects of the learning process. This definition highlights 'responsibility' and 'capacity' as key features of learner autonomy.

Factors that Influence Learner Autonomy

Cultural constraints influence learner autonomy. As Littlewood (1999) has stated - personality, preferred learning styles and cultural attitudes set limits to the development of personal learning autonomy. We don't have to deny the cultural influence, however, we still need to explore the context and real performance of this influence and find the dynamic face of our students. Thus, motivation also has a big influence on learner autonomy. Spratt (2002) has pointed out that enhancing

intrinsic motivation of learners' is important in making them willing to take responsibility for their own learning. Thus, the teacher should aim at showing her students why learning English is important by relating the benefits and uses of the language to their own lives and contexts beyond the language classroom. Furthermore, learner training also has a big influence on getting students to become autonomous learners. Some studies (such as Cotterall & Crabbe, 1999 and Dickinson, 1987) have shown that learning how to learn is a central component of all autonomous learning schemes and have tended to concentrate on the question of "strategy training". Therefore, training learners to behave strategically is intended to enhance the efficiency of the learning process. Environment is another vital factor to influence learner autonomy (Scharle & Szabo, 2000). Learners are apt to be influenced by their social environment. Individual students and/or the community they come from may have a strong aversion to individualism and a preference for collectivism, so they may be resistant to make personal changes as individuals. Many researchers also believe that the teacher plays a very important role in facilitating autonomous learning (Scharle & Szabo, 2000). Developing learner autonomy involves a lot more than the role of the teacher than most teachers realize. As students begin to control their own learning, the teacher needs to take on the role of a facilitator, guide or counsellor to them.

Qualities and Characteristics of Learner Autonomy

Compared with trying to make a detailed definition of learner autonomy, many educators try to categorize what makes responsible and autonomous learners. Dickinson (1993) believes that autonomous learners are people who have five characteristics viz: (i) they are able to identify what has been taught, (ii) they are able to formulate their own learning objectives, (iii) they are people who can and do select and implement appropriate learning strategies, (iv) they are able to identify strategies that are not working for them, and (v) they are able to monitor their own learning.

Teachers' Beliefs

Beliefs play an important role in many aspects of life (Aguirre & Speer, 1999). They are involved in helping individuals make sense of their world and influence how new information is perceived, accepted or rejected. A person's belief is a proposition that is personally held with or without conscious attention, this proposition has an impact on

the holder's behaviour, therefore, beliefs must be inferred from what people say, intend, and do (Borg, 2001). Teachers hold different beliefs about various issues in education; and teachers' beliefs have an important influence on their teaching. All teachers hold beliefs about their profession, their students, their subject matter, their roles and responsibilities. Some studies have provided strong evidence that teachers are highly influenced by their beliefs. A review of literature concluded that the beliefs of teachers had a greater influence than their knowledge on the way they planned their lessons, on the kinds of decisions they made and on their general classroom practice (Pejares, 1992). Rios (1996) believes that the beliefs, theories, and knowledge of teachers have the most profound influence on their teaching. Exploring their beliefs and finding out how these beliefs change is a crucial process to undergo for the purposes of understanding the educational development and classroom practices of teachers.

Beliefs of Teachers about Learner Autonomy

Some researchers have explored teachers' beliefs and perceptions in promoting learner autonomy. Although the researchers have used the common term "teachers' beliefs about learner autonomy", they have explored different aspects or fields within this broad term. Chan (2003, p. 48), for example, provides "a rich source of information on Hong Kong university teachers' perspectives and their language teaching practices regarding learner autonomy". The framework to investigate teachers' beliefs about learner autonomy based on (Nguyen, 2014) included teachers' perceptions of their roles and responsibility, their perceptions of their students' abilities in decision making, the impact of learner autonomy on teachers' teaching; the teachers' and the students' attitudes towards learner autonomy as well as the actual activities that teachers asked their students to take up both inside and outside the classroom.

Borg (2009) examined teachers' beliefs about learner autonomy in Oman based on two main areas: Teachers' perceptions of the characteristics of autonomous learners, and teachers' assessments of their learners' autonomy. A clear finding from this study was that overall the teachers had positive views about the extent to which their learners were autonomous. Also, in this context, Borg and Al-Busaidi (2012) conducted a project to develop learner autonomy in Oman. They administered a survey with 200 teachers and found that the teachers held a wide range of beliefs about learner autonomy. Following the

survey, they conducted serial workshops for the professional development of those teachers regarding learner autonomy.

RESEARCH METHODOLOGY

This study is a combination of qualitative and quantitative research focusing on teachers' beliefs in aspects of autonomous learning. This study was conducted at two Junior High Schools located in Banda Aceh, viz: SMPN 1 Banda Aceh and SMPN 2 Banda Aceh. Those schools were chosen because they have both implemented the 2013 curriculum for almost three years. The participants of this research were four English teachers who teach the second level (year VIII) at either SMP Negeri 1 or SMP Negeri 2 Banda Aceh. The 4 subjects were chosen using purposive sampling. The beliefs of these teachers re autonomous learning are the subject of this research.

In obtaining the data, the teachers' beliefs were investigated through interviews, a questionnaire and field notes. The data was related to the beliefs of these EFL teachers in autonomous learning in the 2013 curriculum.

In conducting this research, the researchers observed the teachers during their teaching and then designed an open-ended interview with a Likert scale questionnaire which was related to autonomous learning. Finally the quantitative and qualitative data sets were collected separately in a sequential mixed method design before finally comparing and contrasting the results.

The reseachers identified, from the literature, various aspects of learner autonomy which were compiled as four sections in the design of the questionnaire. Each section was broken down into approximately four to six items (see Table 1 below). Thus, in total there were 35 items on the survey including the opening survey items and four sub-scales including (1) Definition, (2) Sense of Responsibility, (3) Beliefs about Students, (4) Constraints to Autonomy and (5) Fostering Autonomy. The sub-scales of the survey were adapted from Nguyen (2014). The last section of the survey was designed to provide demographic information about the teachers.

Table 1. Learner Autonomy in Language Learning: Teachers' Beliefs (LALL:TB). Summary of the Survey Categories

No	Content	No of items
1	Definitions	5
2	Sense of Responsibility	6
3	Beliefs about Students	5
4	Constraints to Autonomy	9
5	Fostering Autonomy	10
	Total	35

The interview guide, which had some questions related to the English teachers' beliefs on autonomous learning was also adapted from Nguyen (2014). It was an open-ended interview. Individual, face-to-face interviews were conducted in this study because they allow for detailed exploration of ideas and concepts in relation to the individual teacher's beliefs about learner autonomy. The interview had some questions which will answer the problems of this study.

The observation sheet was a blank sheet that the researcher filled in with everything related to the performance of the teacher in the classroom that was observed by the researcher. The researchers wrote comments about what they had observed, in the field notes made during the teaching-learning processes.

In collecting the data from the questionnaires, the researcher distributed them to the teachers and they completed them based on their beliefs, both theoretical and practical. The teachers were guided how to answer the questions and asked to choose the most suitable answers based on their beliefs.

The interviews with each of the four participants were recorded. The purpose of the interviews was to collect background information about the teachers' beliefs about learner autonomy including the teachers' interpretations of the term learner autonomy, the teachers' approaches to fostering learner autonomy, the teachers' beliefs about their roles in the class, the teachers' beliefs about their student' roles in the class and the characteristics of competent autonomous learners as well as the constraints on learner autonomy.To ease the collection of the data, an interview guide was prepared but it was not shown to the participants during the interview.

Observations were also done to get data about the influence of the teachers' beliefs about autonomous learning on their classroom practices. They were done during three class meetings. At every meeting, the researchers took notes about all the teacher's activities in the classroom to see whether the teachers' beliefs influenced their practices or not.

Data from the questionnaires was tabulated and analyzed in tables. The analysis was done based on the percentages of responses from the respondents. Data collected from the interviews was transcribed following Miles and Huberman's (1984) three steps for analyzing qualitative data, viz: data reduction, data display and drawing conclusions or verification. From the data transcription the researcher classified it into some sub-scales based on Nga's framework about beliefs in autonomous learning; the data was then analized descriptively. Based on the need to support interview results. The data analysed from the field notes was obtained from the classroom observations which recorded the teachers' teaching practices regarding learner autonomy. Important key points were highlighted in order to compare and contrast the data acquired from observations and interviews.

RESULTS AND DISCUSSION

In the opening survey, the participants were asked about their beliefs related to autonomous learning. In the questionnaire, the researcher provided some statements related to the answers given by the participants. Three out of the four participants believe that autonomous learning is a capacity that teachers can help students develop to improve their skills in learning. The other participant viewed autonomous learning capacity as the situation where students can be fully responsible for their own learning.

Teachers' overall beliefs about learner autonomy in language learning are presented separately in relation to the four sub-scales. A high proportion of teachers (83%) believe that they have the responsibility for designing and evaluating students' learning (*Sense of Responsibility*). In a context where learner autonomy is being espoused, however, one would expect to see teachers relinquishing some control and encouraging their students to take greater responsibility for designing and evaluating their own learning.

With regard to beliefs about the characteristics of autonomous learners (*Beliefs about Students*), the results show that all four teachers (100%) hold positive beliefs about what students should do to be characterized as an autonomous learner. Again, in a context seeking to develop greater student autonomy, one would expect to see a greater proportion of teachers designing their teaching-learning processes in order to guide their students to be more autonomous.

In relation to teachers' beliefs about constraints to students developing greater autonomy for their learning, the results (*Constraints to Autonomy*) indicate that all the participants (100%) are generally in agreement that the lack of references or other media in schools and of knowledge that many teachers have about learner autonomy are major constraints to the fostering of learner autonomy. Three of the four participants (75%) also believe that the low level of technology available hinders the fostering of learner autonomy. In the current context. Now that schools are seeking to engender greater learner autonomy, these results should get more attention. Students need to be given good references and trained well by their teachers so that they will learn and can implement what is the true meaning of autonomous learning.

Finally, the teachers' responses to the fourth subscale indicated that these teachers are very much in agreement that there are some actions that can foster improvement in autonomous learning in their contexts. All the participants (100%) agreed that to foster autonomous learning, one of the important things is that schools should provide their students with appropriate learning materials and resources. The students also need to be taught how to find their own answers when they have problems or when they are faced with questions from their teacher or from books. Furthermore three of the four (75%) participants also said that giving students tasks or homework that requires them to use the internet or other learning resources is important in fostering autonomous learning. The students should also be trained to develop their skills and strategies to become more autonomous.

There were some correlations among the four sub-scales that should be explored. Significant correlations between the teachers' beliefs about their responsibilities as well as their beliefs about the characteristics of autonomous learners. That is, the teachers want to foster learners to be more autonomous and the learners should be made to feel more independent in learning but the teachers still feel responsible for managing their students' learning. The teachers are also

aware that there are constraints to autonomous learning posed by their teaching contexts.

In the interview questions the teachers were asked about what they understood about the term "learner autonomy". Most of the participants had similar beliefs about this: They believed that the teacher should act as a facilitator and not as a provider in the classroom. And all the participants believed that autonomous learning is important. Their understanding about the term of autonomous learning in the learning system was that the students should learn to learn independently with guidance from their teachers.

About their responsibilities as a teacher, most of the participants believed that they were responsible to make students interested using material from outside their textbooks. They have to use learning strategies to make their student more independent in solving learning problems such as group work and class discussions. Then, they also should use learning media that will make students more willing to learn.

From the three days of observations, the researchers found that only one of the four participants performed in class in accordance with the new beliefs about the teachers' role in promoting autonomy in the class while the other teachers, P1, P3 and P4, still used the old-fashioned ways in their teaching. They still relied on the textbooks when teaching; they asked their students to open their textbooks and then their students were asked to do the tasks that were provided in the textbook. However, P2's performance in teaching was different from the other participants. His teaching performance corresponded with his beliefs. From the three days of observations, he always used some outside media, not from the textbook, in his teaching. Sometimes he asked his students to bring outside media according to the learning topic and sometimes he brought the media by himself such as pictures, maps and so forth. He tried to guide his students to be more independent and to not just rely on him.

When asked about their belief in student attitude toward autonomy, they believe that most Acehnese students cannot be classified as autonomous student learners. Most of the students do not try to be creative by themselves in their learning. The participants also had the same beliefs that in an autonomous classroom, students have to build their ability and creativity that will make other students motivated to learn.

There are still some constraints in applying the new curriculum. As in the case of the 2013 curriculum regarding the application of autonomous learning systems every participant has their own way to overcome constraints. They were asked about their actions with students who were unable to complete the tasks assigned due to several constraints. P1 and P3 had the same approach in such cases; they would give the student additional time to complete the task or would create a simpler question, so that they could be more easily understood by the students, while P2 had a different way to deal with this case. He would evaluate whether the material in relation to the task given was in accordance with the level of ability of the student. Then he would hold a class discussion or ask other students who already understand to explain the material to their friends and at the end he would give the concrete answer so that the students did not have to guess the answers that they were unsure about. He said: "teachers must not wash their hands over the task that has been given to the students; there should be feedback from the teacher." However, P4 had a different way in relation to such a case. She would teach the student who has a problem how to finish the task, individually. "I will call that student and guide him in private. Because students who have problems like that oftrn need to get extra guidance, more than the other students." Those were some distinctive ways that these teachers used in dealing with those kinds of problems.

When asking about the school policy and that of the government education office related to their support for the development of autonomous learning, every participant stated that their school and the government strongly supported the development of autonomous learning systems although the media needed to be used in the teaching-learning processes had not been given to all the schools in Aceh. P1 stated that "the government should see the reality, the government needs to distribute the materials to the schools that they need for the development of teaching about learning autonomy." The other participants, P3 and P4, expressed the same view. The government and the school are very supportive towards the new learning system. P4 stated that:

> "...Sometimes the government also provides training for teachers to tell about the use of new media for use in teaching. Then the teachers can propose to the school if there are some media that they need and the school will request it from the government."

P4 also pointed out that their schools have also been provided with a library, a multimedia room and other resources to help the teachers and their students in the teaching-learning processes. But the new learning media has not been distributed evenly to all schools so the government needs to pay serious attention to this problem in order to develop the new learning system.

However, based on the observations, there were differences between what the participants said they believed and their teaching practices. Most of them still act as providers in the classroom. Teachers taught all the material and all the students just followed the teachers' instructions. Most of the students were just passive in their classes during the teaching-learning processes. It appeared as if eems that they were not even interested in taking part in the teaching-learning processes. Amongst the four participants, only P2 tried to make his students interested in learning. He tried to encourage students through using some creative materials then asked them to work together in groups. P1, P3 and P4 all followed the same old strategy in their teaching. They still relied on their textbooks. When teaching, they asked their students to open their textbooks and then the students were asked to do the tasks that were provided in the textbook. Sometimes the students were told to read the text in the book then they were asked to translate the text. These three participants had almost the same style in their teaching. In the three-days of observations they all did the same thing. Each and every class activity was controlled 100% by the teacher.

Based on the findings of this study concerning the participants' understanding related to autonomous learning, all of the participants showed the same understanding regarding autonomous learning systems. They said that teachers must act as facilitators and not as providers in the classroom. That the students have to be independent and responsible for their own learning and the teachers have to guide their students to become creative and autonomous . Out of the five options provided, three of the four participants chose that autonomous learning is the capacity where teachers can help their students to develop their skills in the learning process. This term was reinforced in the interview findings where all of the participants had the same understandings related to autonomous learning. They said that autonomous learning is the learning system where students can learn independently with further support from the teacher.The student has responsibility for her own learning so that she can become autonomous

during the teaching-learning processes. Bound (1988) has said that when promoting learner autonomy, the teacher must provide guidance and support the students when their abilities are still developing.

In the questionnaire the participants also, 100%, agreed that the characteristic of autonomous learning is that students are able to choose their learning activities such as learning individually or in groups and also must be able to evaluate their study outcomes. Stefanou, Perencevich, DiCintio and Turner (2004) have stated that one of the strategies to support autonomous learning is that the students are given the opportunity to choose their group members. Benson (2001) also states that learner autonomy can be fostered through co-operative learning within classroom contexts, that is, learners are able to be responsible for their learning via working with their peers.

Otherwise, from the answers to the questionnaires, the teachers' beliefs about their responsibilities as a teacher were not consistent with their understandings as discussed above. From the findings, it appears that most of the participants believed that they were responsible for their student learning. They did not give learners any responsibility for their own learning. This finding indicates that most of the participants believed that they are responsible for the learning of their students.

These different findings, show that the participants have a lack of understanding concerning the concepts of learner autonomy. It may be that their educational background and teaching environment have many constraints against developing autonomous learning. Besides, it could indicate that they might not have received the training needed in how to help students develop autonomy. As the findings from the questionnaire of the teachers' beliefs related to constraints to fostering learner autonomy, all of the participants (100%) stated that one of the constraints in fostering learner autonomy is the teachers' lack of knowledge about teaching-learning about autonomy.

Therefore, teachers need more training so that they can get the ability and knowledge about how to promote autonomous learning properly and avoid misunderstandings regarding autonomous learning.Without any training, many teachers may have difficulty in appling autonomous learning. As Little (2000) has said it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner.

In order to be successful in fostering learner autonomy, teachers should understand well about autonomous learning so they can foster

learner autonomy with their students. As Voller (1997) has stated, the teacher has a role as a counsellor to whom the learners can turn for consultation and guidance. The findings showed that there was a lack of consistency between the teachers' beliefs about autonomous learning and their teaching practices in their classrooms. This clearly indicates that the teachers did not have a clear understanding of learner autonomy so they did not believe it was an important facet of their teaching practice. As a consequence, in their teaching performances they did not foster learner autonomy. Borg (2001) has said that the relationship between teachers' beliefs and their classroom practices has been challenging for researchers in the field. The beliefs of the participants related to autonomous learning were varied: - 2 of the teachers said that students should be familiarized with tasks that are not in the textbook and all 4 said that students should be taught how to find their own answers if they get problems or when they are faced by questions. However, the observations showed that nearly allof them still relied on the textbooks in their teaching practices. Everything related to the teaching-learning activities was based on the textbook and they rarely used outside material not in the textbook, only one out of the four participants had a teaching performance that matched his beliefs about the role of the teacher in fostering autonomous learning.

This result is in line with the results from some other researchers. Research conducted by Borg and Al-Busaidi (2012) showed that teachers faced some problems in their teaching practice toward introducing learner autonomy. Their performances were not the same as their beliefs. Mansour (2013) also found the same result in his research, not all teachers are consistent between their beliefs and their actual teaching practice. Furthermore, Ogan-Bekiroglu and Akkoç (2009) state that beliefs interact with practices in complex ways. The complexities of classroom life can cause conflicts and constrain teachers' abilities to stay faithful to their beliefs and provide instruction which aligns with their theoretical beliefs (Fang, 1996). Fang adds that there may be inconsistencies between teachers' beliefs and practices due to the complexities of classroom life, which may constrain teachers' abilities to follow their beliefs and provide instruction that is aligned with their theoretical beliefs.

Another factor that appears to have contributed to the misalignment between teachers' beliefs about learner autonomy and their teaching practices in the current research is the number of perceived barriers participants described that prevented them from

incorporating learner autonomy in their pedagogy. Approximately 100% of the surveyed teachers indicated that they lacked knowledge about autonomous learning and how to implement it due to the lack of reference material or other media in their school which acted as a constraint in fostering autonomous learning systems. Actually, teacher training is required to help teachers learn how to foster learner autonomy.

CONCLUSIONS AND SUGGESTIONS

Although autonomous learning has been discussed for several decades, teachers' access to this literature has been limited, which has resulted in their lack of understanding about the construct. That lack of understanding can be seen in the inconsistency between their stated beliefs related to autonomous learning and their beliefs and the performance of their responsibilities as teachers. This study found evidence that teachers lack practical understanding of learner autonomy, as a result they did not utilise the concept in their teaching practices.

This study provided a first important step in the examination of the relation between teachers' beliefs and teaching practices in the field of learner autonomy specifically in education in Aceh. The research identified key underlying reasons for the current situation of learner autonomy in Aceh in that teachers do not incorporate learner autonomy in their teaching because they perceive a range of barriers to such inclusion. These barriers include lack of understanding of the concept, lack of learning resources provided by the school, and belief that their students are not yet capable of becoming autonomous in their learning. The teachers in the research expressed a general belief that learner autonomy was difficult to implement in classrooms in Aceh.

So, teachers need to improve their knowledge about the concept of learner autonomy and not be resistant to new approaches; teachers should introduce the concept to the learners and try to improve learner autonomy among their students. The Government Education Dept. should also provide more training for teachers in relation to the development of learner autonomy. It is important to promote more understanding of how to incorporate new ideas such as learner autonomy into teacher training and in-service training in Aceh so that the concept of learner autonomy can be effectively utilized in classrooms.

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