English Teachers' Beliefs In Autonomy Learning In Senior High School At Northern Of Lima Puluh Kota Regency

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ABSTRACT

Beliefs (understanding) are something that consciously or unconsciously influences a person's habits. Therefore, Beliefs influence what a person says, means and does. So, Beliefs will have an impact on the teacher's treatment in teaching. Especially in developing autonomy (independence) in students. This research includes descriptive qualitative research. Participants in this research were teachers at SMK N 1 Kec. Luak and SMA N 1 Kec. Lareh Sago Halaban 2016/2017 academic year. There are 4 (four) teachers at SMK N 1 Kec. Luak and there are 3 (three) teachers at SMA N 1 Kec. Lareh Sago Halaban. The author uses a questionnaire as a data source. There are 24 items in the questionnaire. Questionnaires were analyzed using a Likert scale. Based on the results of the Likert scale, the author uses an interval formula to find the score of the teacher's understanding of independent learning. The results of this research describe English teachers' understanding of learning. First, overall English teachers do not have enough confidence that independent learning can be implemented well in their schools. Second, English teachers lack understanding of the definition of independence. Third, English teachers have very little understanding of the role of teachers, students and teaching materials in teaching children to be independent. Fourth, teachers really believe their students can be responsible for their learning. Fifth, English teachers do not understand how to develop students' independence.

Keywords: *Autonomy Learning, Belief, Fostering Autonomy, Responsibility Teacher Belief*

INTRODUCTION

Beliefs is essential to improve teachers' professional development and teaching practices. Teachers' beliefs can be defined as 'assumptions about all aspects of their work which teachers consider to be true or false' Phipps and Borg (2009: 381). In other words, teachers' beliefs are beliefs that they have about education, teaching and learning which conduct their actions and behaviors as

teachers. Teachers' perspectives and beliefs about learning and how it takes place can be affected by many factors like their cultural and educational background. With investigating and in necessary cases changing their beliefs we can improve and refine the process of learning and help learners become good language users and autonomous. These days the expanding demand to teach students to become autonomous learners has changed the ideas about teachers' and learners' role in language learning and teaching. The new perspectives concentrate on the activities that teachers can do to assist and simplify the students' learning. To make the students became autonomous, teacher has important role in this process.

According to Cotteral (1999 : 4) stated 'autonomous language learning' cover many areas of activity, from learners strategy training to learner counselling. Much of the work is question-raising rather than question-answering. In other words, learner autonomy is the learners who active in the class or out of the class. In the classroom they can arrange the strategy of learning and out of the class they can be a consellor to them and their friends.

In the theory we may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decision as well. Responsibility may also be understood as being in charge of something, but the implication that one has to deal with their consequence of one's own action. Autonomy and responsibility both require active inolvement, and they are apparently very much interrelated. Autonomy or responsibility as attitudes that students may possess to varying

METHOD

This research is Descriptive Qualitative design. Gay and Airasian (2000:275) state that : A descriptive study determines and describes the way thing are. Descriptive research in some detail for two major reasons. First, a high percentage of research studies are descriptive in nature. Second, the descriptive method is useful for investigating a variety of educational problems and issues. Descriptive data are usually collected by observation, interview, telephone and questionnaire.

The Participants of this research were the English teachers who have taught in SMAN 1 Kecamata Lareh Sago Halaban and SMKN 1 Kecamatan Luak. There are 4 english teachers in SMKN 1 Kecamatan Luak and there are 3 english teaches in SMAN 1 Kecamata Lareh Sago Halaban.

In selecting the participants the researcher used purposive sampling. According to Gay, et.al (2011:141) purposive sampling referred to as judgement sampling, is the process of selecting a sample that is believed to be representative of a given population. In the other words, the researcher selects the sample using her experience of the group to be sampled.In this research the writer used questionnaires as the sources of the data. According to Gay et al (2011:388) Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. By that questionnaire the participants writes the responses on the form provided. It means questionnaire is a group of report questions give by the researcher to the students that should be answered. So, the writer used questionnairesconsisted of 24 questions in likert-scale which consisted of five choices : Strongly agree, agree,undecided, disagree, strongly disagree.

FINDINGS AND DISCUSSIONS

The researcher described about the data description of the research, The researcher had done the research about English Teachers' Beliefs about Autonomy Learning in Senior High School in Northern of Lima Puluh Kota Regency Payakumbuh in 2016/2017 academic year.

Table 1. The result of english teachers beliefs in autonomy learning

NO	Iindicator	Sub Indicator	Score	Category
1	Defenition of autonomy learning		160	Less
2	Sense of responsibility	Motivation and self confidence	171	
		Monitoring and		Very

		evaluation		good
		Learner strategies		
		Cooperation and group cohesion		
3	The picture of autonomy	Learner	153	Very less
		Teacher		
		Material		
4	Fostering autonomy	Technology	160	Less
		In the classroom		
		Curriculum		
	TOTAL		644	
	AVERAGE		161	LESS

In the table above appear english teachers in Northern of lima Puluh Kota generally do not have enough belief autonomy can apply in Lima Puluh Kota, specially in their school. It probably happen because of they do not understand much about the definition of autonomy . It is impossible to apply autonomy well, if the teachers still do not understand autonomy is . It probably they lack of clarity about governmental policy in relation to learner autonomy, limited resources and the lack of professional development training to understand the concept and how to apply it in the classroom

On the other hand, the teachers had well-defined views of sense responsibility. They have positive beliefs that their students can be responsible for their learning. They be aware , to be autonoous learner the students must have responsibility . If the students have responsibility it would be easy to develop their ability in learning. It proven by the score in the table is 171 with category **very good .**

In contrast, English teachers in northern of Lima Puluh Kota had very less beliefs about picture autonomy include : teacher, learner and materials. If related to their understanding about the definition of autonomy is no wonder if they do not understand how role teachers, learner and materials in autonomy learning.

Discussions and Interpretation

The writer did the research with the result showed a lack of understanding about learner autonomy and about their students' abilities to become autonomous learners in Northern of Lima Puluh Kota. In this research, the writer divided

english teachers' beliefs in autonomy learning into four component . There are definition, sense of responsibility, picture of autonomy, fostering autonomy . The components can be explained as follow based on result of data analysis .

After the writer found the data from questionnaire . It was appear that on the whole of english teachers in Northern of Lima Puluh Kota had limited knowledge about the definition of autonomy learning . It probably happen becauseenglish teachers in northern of Lima Puluh Kota thought that autonomy is not appropriate for minang culture. In Minang culture, teachers in general teach traditionally and the learner in the classrooms do not make decisions on what to learn because this is predetermined by the curriculum and the teachers , this learning culture influence the teachers and learners view in autonomy . It is support by Palfreyman (2003:8) state that "different culture have different interpretation about autonomy."He suggest that learners from different cultural backgrounds may adopt different learning styles and strategies.

After the writer found the data from queationnaire, the dominant english teachers had positive beliefs in sense of responsibility. It probably students now are more open and had the capacity to learn independently and they have different sources of information and learning. So, english teachers beliefs that their students can responsible in their leaning.

After the writer found the data from questionnaire, the dominant english teacher respond they don't have enough belief what the role of students and teachers in application autonomy learning. It probably because lack of resource they read about autonomy learning .

After the writer found the data from questionnaire. Most of english teachers don't have enough beliefs the thing that can foster autonomy . It probably beacause they lack of training how to foster learner autonomy . In fact, it is now included in new educational policy. but it is not following up with further information on what the term actually means or training on how to implement it . So, english teachers apply the new curriculum but in the application they still use old curriculum method.

CONCLUSION

In this research, the writer only focused on English Teachers' Beliefs in Autonomy Learning in Senior High School in Northern of Lima Puluh Kota Regencyin 2016/2017 academic year" From the data description before, the writer get the general conclusion of english teacher beliefs in autonomy learning . The result was english teachers in northern of Lima Puluh Kota overall do not have enough belief autonomy can apply in their school, english teachers' lack of understanding of the defenition autonomy learning, english teachers' have very good beliefs their student responsible to their learning , english teachers' have very less belief about the role of teacher, learner and material in autonomy learning and english teachers' have less belief in fostering autonomy .

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