PROBLEMS BEHIND FOSTERING AUTONOMOUS LEARNING DURING IMPLEMENTING LEARNER-CENTERED INSTRUCTION PARADIGM IN EFL CLASS

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Abstract: *Promoting students to be independent learners is challenging for English teachers. Students accustomed to learning based on the teacher's instruction and usually waiting for any materials will find learning through autonomous learning difficult. Moreover, English teachers would also obligate to lead the students to foster their learning independently. This article aims to analyze any difficulties found in EFL classes during fostering students' autonomous learning. The research was conducted under a qualitative approach by using a phenomenology design. The research was conducted at MAN Kota Solok and further developed by involving 4 English teachers and 160 students in four classes. The research found that the problems in fostering autonomous learning in EFL classes lie in 4 reasons: time availability, teachers' creativity and competence, materials resources, and class size. The finding strengthens that all elements in the educational system should be ready to run autonomous learning, which involves the readiness of teachers, students, institutions, and the government to support the implementation of autonomous learning in EFL class.*

INTRODUCTION

Learner-centered instruction paradigm is one of the overarching paradigms in English language teaching, which fosters students as the main center of language teaching and learning processes. Putting students as the main characters who control and decide their language learning process is the key element which offers in the learner-centered instruction paradigm. Furthermore, the students' main role greatly influences their learner process, starting from the preparation, whilst-process of learning, and the evaluation of learning. The learning process, which is dominated and controlled by students, is commonly known as autonomous learning for EFL students.

Autonomous learning is not a new term anymore in the EFL context. It refers to a process of learning which obligates students to learn independently (Khan et al., 2022). Autonomous learning guides the learners to take responsibility for their own learning process. They are encouraged to get involved in deciding any related parts of the learning process. The students are expected to be able to work, whether individual or in a group, and decide the goals of their learning. The end of the autonomous learning process aims to

encourage students to be the ones who decide, choose, do and evaluate their learning process by guiding the teachers (Jamila & Zubairi, 2022).

Discussing autonomous learning cannot be separated from the whole components involved in it. Autonomous learning does not merely discuss students as the main role in autonomous learning. However, it also involves teachers, schools or institutions, and the government as the driven wheels who guide, help and direct the students indirectly to accomplish all students' tasks as autonomous learners. Thus, the role of the teachers in promoting autonomous learning in English class is categorized as important. The teacher could be a facilitator, motivator, counselor, promoting of using technology, guide, and many other roles. Those roles automatically lead the teachers to manage all important elements of the teaching process to help the students run their learning process well.

Many theories have explained the urgency of teachers and students in promoting and fostering autonomous learning, especially in EFL class. Nii And Yunus (2022) mentioned that teachers must reflect on their teaching process, especially in fostering students' ability to explore and encourage them as independent learners (Tiong Nii & Yunus, 2022). Teachers are the ones who controlling the process and activity conducted in the classroom including their roles as controller, manager, counselor, facilitator, and resources (Alonazi, 2017). Moreover, it can be stated that even though students are the ones who study independently, the teacher cannot be left behind and not involved in the teaching and learning processes. The teachers should realize these teachers' tasks and roles to have positive perspectives and run their roles well (Lomba-Portela et al., 2022). Thus, the teachers are still the active parties who guide, control, and encourage students in their learning process.

Any discussion related to autonomous learning has been launched. Jamila and Zubaeri (2022) conducted research related to the review of how autonomous learning has been implemented for these 12 years. The research shows that there must be a systematic review of areas that need to be discussed more in an autonomous learner, especially its implementation in Bangladesh (Jamila & Zubairi, 2022). Besides, Lubis, 2021 also researched teachers' role in conducting autonomous learning in flipped classrooms. He explains that teacher needs to initiate, monitor, and evaluate the teaching process (Lubis, 2020). However, he adds, students' attributes may sometimes influence their preferences of ideal teachers' roles in autonomous learning. In addition, Ariebowo, in 2021 also conducted research discussing students' objectives and their preferences for autonomous learning during covid-19 pandemic (Ariebowo, 2021). He found that the students have been aware of their role in learning and can show their independence during online learning. Moreover, research about the implementation of learning autonomy in Indonesia is also held by Daflizar and Petraki in 2022. He found that learning autonomy has been stated in the curriculum, but its implementation is still not promoted or implemented consistently in all areas of the school in Indonesia (Daflizar & Petraki, 2022).

Considering the limited discussion of autonomous learning, which discusses any problems that appeared during its implementation, it is urgent to conduct research and discuss it more. Thus, this research analyzes the problems behind fostering autonomous learning during the learner-centered instruction paradigm in EFL classes.

LITERATURE REVIEW

The term Learner-centered instruction paradigm is introduced by conveying a new concept about the teaching and learning process. This paradigm differs from the concept of the conventional paradigm into a new phase. The old paradigm focuses on the teacher as the center of instruction, while the new one focuses on learners as the center of the teaching and learning process. Since the two terms (teaching and learning) differ in the process in the classroom, they should be clearly defined before the concept of learner-centered instruction is explained.

Based on that idea, a system in the teaching and learning process should describe and support the learning procedures in terms of students as the key component and teachers as the facilitator. Furthermore, it develops a change from teacher-centered instruction to learner-centered instruction that point out students as the main character in teaching and learning procedures.

Furthermore, the main concept of learner-centered instruction should be defined obviously so that the elements of this paradigm can be generated. Peyton et al. (2010) conceptualize autonomous learning in terms of engaging students to decide on the appropriate and relevant knowledge for their lives outside the classroom (Peyton et al. 2010). This statement gives a clue that learner-centered instruction is the umbrella that carries autonomous learning out in the classroom. It can be claimed that autonomous learning can be seen during the implementation of the learn-centered instruction paradigm.

Linear to this idea, Uswatun (2013) states that autonomous learning concerns involving learners actively participating in the decision-making process about what to learn, how to learn, what kind of help is required, and how to decide how much is learned (Uswatun, 2013). As a result, this paradigm can improve students' intrinsic motivation to learn and emphasize their ability to develop critical thinking(Díaz-Noguera et al., 2022).

Moreover, autonomous learning leads the students to construct their representation of reality. Learners must individually discover and transform complex information if they are to make it their own, [suggesting] a more active role for students in their own learning than is typical in many classrooms (Syafryadin et al., 2022). In other words, the learners get knowledge or skill for their own needs in real life rather than only needs around classroom situations. It is linear to the idea stated by Kardena (2017) who explains that even though the students are the core components of classroom activity, but the teacher is the prompter who promotes students' needs, styles, and goals by giving some control to the students (group work or strategy training) (Kardena, 2017). It could be argued that the students

should be allowed to explore their creativity and innovation and techniques that enhance a student's sense of competence and self-worth. These points can help the students get a sense of "ownership" of their learning and thereby add to their intrinsic motivation. Therefore, the teacher should consider students' backgrounds and experiences to achieve a meaningful and relevant goal (Kardena, 2017).

Autonomous learning can be identified in at least 4 points. Firstly, innovative teaching is considered an autonomous learning parameter (Wahyuni et al., 2019). The innovative teaching promoted by the teacher can finally enhance students' critical thinking through such activities as team-learning, problem-based learning, and self-regulated learning. Secondly, learning outcomes can be a parameter of autonomous learning (Jamila & Zubairi, 2022). The learning outcomes are used to help the students in managing and control their studies. Besides, the use of a transfer and credit accumulation system is also categorized as autonomous learning parameters. It is used linearly to learning outcomes (Masouleh & Jooneghani, 2012). The last parameter is flexible curricula and learning paths(Kardena, 2013). It is supposed to allow students to make their own decisions to have their responsibility in their learning. Those parameters add to the component of autonomous learning.

Those theories offer the main conclusion that autonomous learning carries a new path that learners are the center of the teaching-learning process. As a result, any decision-making should be considered students' needs, want, learning styles, and so on. Besides, it encourages the learners to be responsible for their own learning in terms of control and guidance from the teacher as the facilitator of the teaching-learning process.

METHOD

This research was conducted through a qualitative approach. It was carried out under phenomenology design, in which the research was conducted by analyzing the phenomenon that existed in the field. The research involves 4 English teachers as the respondent of the research. The data were gathered through observation and depth-interview. The indicators of the research related to the problems in fostering autonomous learning in EFL classes. The data was collected through 5 times observations in every teacher's class and then continued by interviewing the English teachers. The data was then analyzed using phenomenology analysis proposed by (Patton, 1990).

RESULTS AND DISCUSSION

The research reveals any difficulties found in the field during the implementation of autonomous learning that may influence its success. Here is the explanation of the finding of the research.

Results

The success of the implementation of Autonomous learning is measured based on how the teachers and the students played their roles in the classroom. The teachers should be able to manage and facilitate what students need and provide any help whenever the students ask for it. On another side, the students should also be responsible for their learning success. Since their success depends on their effort, they should be more responsible for their learning process.

However, there were some problems that came up during the implementation of Autonomous learning. Those problems were related to the students or even the teachers. The data were collected through interviews with the teachers and also the students. Besides, some of the data were also obtained through observation in the classroom.

The first problem in implementing Autonomous learning was the limitation of time for the teachers in every meeting. In this school, English subjects had 5 hours a week. However, the teachers commented that 5 hours a week was not enough to teach English. One of the teachers stated that English subjects had to have more time since the students need time to interact in real communication. It is stated in the transcription data interview 1.

Data interview 1:

R: Berapa jam pelajaran bahasa inggris dalam seminggu, buk?
T: Mmm... 5 jam... ya...
R: Menurut ibuk itu dah cukup dengan materi yang harus diajarkan...ya berdasarkan waktu yang ada dan materi yang harus dikejarkan?
T: Sebenarnya gini ya Rin... kelas bahasa itu kan intinya komunikasi ya... jadi ya sebenarnya ndak cukup lah... apalagi kalo harus conversation kan.

Translation of data interview 1:

R: *How many hours is the English subject in a week?*
T: *Mmm... 5 hours ... yeah.*
R: *Do you think it is appropriate with the material that should be taught?*
T: *Actually ... a language class is about communication, so it isn't enough yet, especially for conversation class.*

Besides, the English teachers also argued that they had to try balancing the materials that should be accomplished in a semester with the time they have in one semester. From the interview, it was found that those teachers sometimes had to explain the materials by themselves and did not conduct class discussions if the materials that should be taught were still lots.

The second problem is commonly related to teachers' creativity and innovation in teaching techniques. Autonomous learning demands that teachers vary their teaching techniques. It was aimed to avoid monotonous learning and students' boredom. On the other hand, the fact from the field proved that the teacher did not vary their teaching

technique. They tended to use the same technique, whatever the topics or genres they should teach. Besides, the data obtained from the observation also proved that they also often used the same technique for teaching the same skill in different genres. It affected students' motivation. Although the teachers encouraged the students to be more active, they still showed their boredom in such moments.

The other problem was related to the teacher's comprehension of the curriculum that was used. Based on the interview with the teachers, it was found that 4 of 5 English teachers did not consider students' needs when they decided and chose the teaching materials. They argued that the government had set the materials in the curriculum. In other words, they only used the general guidelines that were provided in the curriculum in deciding the materials. One of the interview transcripts was stated as follows:

Data interview 2:

R: Hhhmmm… itu ibuk memilah materi yang akan diajarkan kepada anak, itu bagaimana caranya buk?
T: Materi itu sebenarnya kan sudah ada dalam kurikulum ya, apa itu… garis besar yang akan diajarkan itu sudah ada. Guru tinggal mengikuti itu saja karena nantinya yang akan diuji kan materi yang ada dalam kurikulum. Kita sekarang pakai KTSP kan. Dalam KTSP kan memang garis besarnya saja.
R: Kalau garis besarnya saja yang dimiliki guru, bagaimana ibuk menentukan materi khusus yang akan dibawa mengajar di kelas?
T: Hhhmmm… … itu kan bisa kita pilih saja ya… dari sumber-sumber yang ada.
R: Berarti teks yang diberikan itu sama ya buk untuk semua lokal di kelas XII?
T: Iya lah.

Translation of data interview 2:

R: *Hhhmmm … how do you decide on teaching materials?*
T: *Actually, the curriculum has provided a guide for teaching materials. So, we just follow it because the final test will be about those materials. We use a school-based curriculum now, and it provides general guidelines.*
R: *So, how do you specify the specific materials from those guidelines?*
T: *Hhhmmmm … we can choose it … from the available sources.*
R: *So, it means that the text for all students in grade XII is the same?*
T: *Yes.*

The interview above shows that the teacher did not comprehend and was able to interpret the curriculum. The guidelines given in the curriculum were only general guidelines. The teachers should balance the goal of the teaching and learning process in the curriculum with students' needs, interests, and abilities. However, the teachers only followed the general guidelines without considering students' needs, interests, and abilities. This situation caused a problem that was related to the decision on materials and classroom activity. As a result, the materials were not always suitable for the context of students' life and students' needs.

The next problem was about materials resources. In this case, the teachers should provide enough material resources so that every student has at least one material resource. However, based on the interview with the teachers, it was known that all the students were provided with different material resources. It was because every teacher used and developed their materials in different ways. Some of the teachers provided the students with textbooks and also work-sheets. The transcript of interview 3 showed it.

Data Interview 3:

R: Biasanya materi yang diberikan kepada siswa diambil dari mana saja,buk?
T: Macam-macam. Ada dari buku yang diperpustakaan…   dari LKS juga ada.

Translation of data interview 3:

R: *What are the common sources for the materials?*
T: *It is varied. It can be from library … work-sheet also.*

However, the other teacher did not ask the students to have their own work sheets. The students were free to choose whether they wanted to buy a worksheet or not. The worst one was that the teachers did not demand the students to have the worksheet or even textbooks. In this case, those teachers provided the students with a compilation of materials they adopted from other materials. The transcription of the interview is stated below:

Data interview 4:

R: Anak-anak ini pakai LKS, buk?
T: Ibuk ndak mewajibkan anak-anak ko pakai LKS. Sia yang nio bali, yang indak, ndak baa do.
R: Ooo… kalau buku cetak atau buku paket baa buk?
T: Ndak lo bisa diwajibkan do sabek… buku diperpustakaan tu ndak mencukupi untuk sado anak.

Translation of data interview 4:

R: *Do the students use a work-sheet?*
T: *I don't obligate them to buy it. They can buy if they want.*
R: *Ooo…what about textbook?*
T: *It is also not an obligation because the library doesn't have enough books for all the students.*

Based on the interview above, it could be interpreted that there was a lack of material resources. It had more effect on students' achievement since not all the students in one class had their own materials resources. As a result, the students did not make a valuable contribution to the teaching-learning process because of a lack of materials and resources.

Moreover, class size was also one of the classic problems in implementing Autonomous learning. This problem appeared especially for students in grade X. The average number of students in one class for grade X was 35 students. It happened because

the students in this grade had not been divided into their major sections as students in grade XI and XII. In fact, the total number of students for one class in grade XI and XII were around 23 students. It was the reason why the problem of class size only usually existed for students in grade X.

The total number of students in grade X (± 35 students) was categorized as a big class. As stated by the teacher in the transcription of the interview below:

Data interview 5:

R: Jumlah anak dikelas X rata-rata berapa, buk?
T: Sekitaran 33-38 orang lah. Ndak ideal sebenarnya.
R: Trus susah ndak buk ngatur anak sebanyak tu?
T: Otomatis lah. Susah biar ndak terlalu ribut...tambah lagi kemampuan anak-anak ini kan...

Translation of data interview 5:

R: *How many students for each class in grade X?*
T: *It is around 33-38 students. It is not ideal.*
R: *Do you find the problem in managing them?*
T: *Of course. It is hard to keep them quite ... it is worse when they make noise.*

The teachers faced some difficulties whenever they had to handle this big class. They were not able to control all the students at one time. It was proved when the teachers did a group discussion; the teachers could not check all the group members' contributions because there were so many students. The other effect of this problem was that the teachers could not observe all the students' improvements in the teaching-learning process. As a result, the students were optimized to do their best in the teaching-learning process.

The next problem was still related to the teachers. The teachers' lack knowledge about the materials they taught. The fact from the field showed that some teachers did not understand the materials they were going to teach. It referred to their knowledge of some grammatical features, vocabulary, and transactional or interpersonal texts. This problem also affected the process of teaching and learning process. The teachers, as a facilitator, should be able to help the students in the process of teaching and learning process. The help included students' understanding of their knowledge (materials). From the observation done, it was proved that some of the teachers did not fully understand the materials that they brought to the class.

The next problem was related to the students' side. This problem dealt with students who were less motivated to learn. It was proved that the students did not show responsibility for their learning success. The students leaned the responsibility on the teachers. From students' statements, it was known that they have cultural traditions in which they should only do what the teachers have arranged for them.

Data interview 6:

R: Baa kok ndak ado berpartisipasi untuk manantuan anggota kelompok?
S.4: ...
R: Maksudnyo kan bisa tu... mausul ka guru nio anggota kalompok nyo sia...
S.5: Yo ba a yo..biasonyo lah model tu jo..ibuk se yang...lah nyo tantuan dek ibuk mah kak.

Translation of data interview 6:

R: *Why don't you participate in choosing your group members?*
S.4: *...*
R: *I mean ... You can suggest your opinion on who can be your group members?*
S.5: *I do not know... it has been accustomed to the teacher setting it. Yes ... it has been set.*

Because of that, the students did not develop any creativity to find out, such as any other sources of materials of their own initiative. This problem absolutely damaged the process of Autonomous learning. Besides, this problem was also influenced by the contribution that the teacher gave during the teaching and learning process. The teacher did not encourage the students to be more responsible by doing his/her role as a motivator and facilitator of group dynamics. As a result, the students were not motivated to take responsibility for their learning success. In other words, the teacher's role contributed to this problem.

The last problem was also related to the students. Based on the interview done with the students, they stated that sometimes they did not really feel satisfied with the group members whom the teachers had chosen. Instead of showing their aspiration to choose their group members by themselves, the students were only kept silent. They stated that it was not common for them to arrange the group members based on their wants. It was the reason why they always kept silent, although they did not agree with the group members chosen for them.

Based on all the explanations above, it could be concluded that the problems that usually happen in implementing Autonomous learning come from the teachers and also the students. The problems related to the teachers included the available time to teach, teachers' creativity, teachers' understanding of the curriculum, materials resources availability, class size, and teachers' knowledge. In addition, some problems dealt with the students; they lacked responsibility for their learning success and lack of effort to decide what they would like the class be. All those problems must have such causes.

Based on the data that have been analyzed, some problems are commonly faced by teachers. One of those problems was related to the availability of time. The teachers argued that they did not have enough time to accomplish all the materials that had been stated in the curriculum. They stated that a problem that prevented them from running all their roles maximally in the classroom was lack of time. It was especially faced by the teachers who

also had another task or responsibility that was given by the headmaster, such as being a vice headmaster.

The limitation of time affected the time management that the teachers have arranged in conducting the teaching and learning process. It had a significant effect when the class size was also bigger than the ideal one. It was the reason to say that class size also contributed to one of the problems dealt with the teachers during the implementation of Autonomous learning. The bigger the class size was, the more time that the teachers needed to control, monitor, and facilitate the students during the teaching and learning process. In other words, there was an interrelation between the teachers' lack of time and the class size. In other words, the limitation of time and the class size became problems that the teachers faced in implementing Autonomous learning.

In addition, the data analysis also proved that the teachers also got a problem in relation to their understanding and comprehension of the curriculum. As stated in the data analysis, the teachers did not fully comprehend the content of the curriculum. The lack of understanding of the curriculum led the teachers to interpret that the teaching materials was only based on the general guidelines that are stated in the curriculum. As a result, the teachers did not consider students' needs and interests because they only focused on how to achieve the goal of teaching and learning process as stated in the curriculum.

The other problem that the teachers faced was the limitation of materials and resources that the teachers could use. Materials resource was one of the crucial aspects in implementing Autonomous learning. When the materials were not provided for all the students, the teachers could not promote learning autonomy to the students. It was why lack of materials and resources became one of the problems for the teachers in implementing Autonomous learning.

In line with the problems above, teachers' understanding of teaching materials was also a problem in implementing this paradigm. Based on the data that have been analyzed, 2 of 5 teachers did not fully understand the teaching materials they taught. It automatically affected students' achievement. When the teachers did not comprehend what they were going to teach, the students would never get a full understanding of the materials. In line with this, the availability of materials resources became higher. When the teachers did not provide full comprehensive materials for the students, they had an option to search it out from the materials resources. However, since the material resources were also not enough for all the students, the problems of the teacher's understanding of the materials became more serious. In other words, there was a link between the materials resources and teachers' understanding of the teaching materials. Both of them influenced students' achievement.

All the problems above led to another problem: teachers' creativity in teaching and learning. The teachers were demanded to be creative and innovative in guiding the students to run their own roles together. However, the teachers could not be creative because of the

problems that have been explained before. The teachers were limited by the time that was available. It affected the teachers' preparation for designing the more creative classroom activity. Besides, the teachers also did not have full comprehension of the materials that they were going to teach. It automatically influenced teachers' creativity in designing a creative classroom procedure. Besides, the lack of materials and resources also became a problem for the teachers to create an innovative and creative teaching techniques. Theoretically, in implementing Autonomous learning, the teachers need to explore the student to be more creative by providing an innovative and creative teaching technique. In order to do it, the teachers need to provide enough materials and resources for the learners. Those pieces of evidence led to the conclusion that teachers lack creativity caused of the factors explained above.

Besides the problems the teachers faced, some problems dealt with the students. One of the problems was the students who lacked responsibility for their learning success. This problem led the teaching and learning process into a passive one. The students gave the responsibility for their success to their teachers. As a result, some students in every class were not serious about studying. It was proved by the data that have been collected. They did not realize they needed to work harder since their success was their responsibility.

This problem also has a link to teachers' performance when they ran their roles. The teachers had to play their role as a motivator, facilitators of group dynamics, and a counselor when they tried to help the learners to be more responsible for their learning success. The unsuccessful of the teachers in playing those roles led the students unsuccessful in taking a greater control and responsibility for their learning success. In other words, this problem depended not only on how the students solved it but also involved the teachers guiding the learners to take greater control of their own learning success.

The last problem was related to students' participation in promoting their needs and interest. The students did not negotiate their need and their interest in the classroom because of the same reason as the previous explanation. They were not familiar with this role. Their perception was that the teachers had set all the course designs so that they only waited to run all the course designs they had prepared. In other words, students' culture and perception affected their learning understanding. However, based on the data analysis, it also affected teachers' performance when they played their roles. When the teachers did not optimally run their role as a motivator and information gatherers, the students did not promote and did not accustom to sharing their ideas about their needs and their interest. In other words, the teachers took part in this problem.

As a conclusion, for all the problems above, it can be stated that several problems occurred during the implementation of Autonomous learning. Those problems dealt with the teachers and also the students. However, there was a link that connected the students and the teachers to those problems. In other words, each problem had a cause-and-effect relationship with the teachers and the students. The problems commonly faced by the

teachers were lack of time, lack of comprehension of the curriculum, lack of materials resources, lack of understanding of teaching materials, class size, and lack of creative and innovative teaching techniques. On the other hand, the problems that commonly dealt with the students were a lack of students' responsibility in the classroom and lack of promoting their needs and their interest in the teaching and learning process

Discussion

The implementation of Autonomous learning requires the contribution and cooperation among the teachers as the facilitator and the students as the active participants in the classroom. Because of that, the problems that occurred during the implementation were also faced by the teachers or the students. The problems that occurred during its implementation, specifically in MAN Kota Solok were specified in several points. They were related to the availability of time, materials resources, teachers' creativity, class size, teachers' knowledge, students' motivation, and students' participation in the classroom.

The first problem dealt with the availability of time. The teacher's complaint usually claimed was about the availability of time(Jamila & Zubairi, 2022). They argued that Autonomous learning demanded lots of time since the students were demanded to communicate in the classroom actively. The time was usually spent conducting group work or peer work because this paradigm demands cooperative activity as much as possible during the teaching and learning process. It is linear to the theory stated by (Peyton et al., 2010), which says that learning which focuses on students should be done through some activities, such as group work or role play, to engage the students to be more active in their own learning. It automatically needs lots of time if the class is categorized as a big class.

The second problem dealt with teachers' creativity in teaching techniques. As explained by (Peyton et al., 2010), teachers are demanded to maximize student-to-student interaction by using various skills and teaching techniques. It aims to develop students' motivation and activate students' background knowledge. Innovative teaching is regarded as enhancing students' critical thinking (Wahyuni et al., 2019). Those theories were not well-implemented by the English teachers during the implementation of LCI in MAN Kota Solok. The main cause why the teachers were not able to develop a creative teaching technique was because of the teachers who were lack of teaching techniques. They could not search for new and interesting teaching techniques from books or articles. The techniques that they knew and used were only the ones that they had known from their study or pieces of training. As a result, they could not develop an innovative teaching technique to attract the students to be more motivated in the classroom.

The next problem was related to materials resources. The statements from most of the teachers proved that there was limited available resource. Limited textbooks from the library caused this lack of material resources. One of the effects was that the teachers obligated the students to have a worksheet to fulfill the textbooks' limitations. This problem

automatically damaged the implementation of LCI since materials resources are one of the key elements in autonomous learning (Nacional & Educación, 2014). Limitations of materials resources can nuisance the teacher to accommodate the students in classroom activity (Ali, 2013). The teacher possibly got difficulty encouraging students to be more active since they were not provided with any resources for learning. It automatically affected students' performance and achievement. The students were not able to study optimally when they did not have enough material resources to support their learning process.

The other problem in implementing Autonomous learning was class size. The average total number of students in grade X, which were ±35 students, influenced the effectiveness of autonomous learning. The class size almost always influenced the success of its implementation. It was in line with the available time in which the teachers had to control all the groups in the classroom. It affected teachers' performance in controlling all students' progress. It can be argued that the bigger the class size, the more difficult it is for teachers to control and monitor the students' progress (Aoumeur, 2017). Thus, the capacity of class size influences the effectiveness of autonomous learning(Dastpak et al., 2017). It strengthens teachers' statement that they got difficulty if the number of students in one class is more than 25 students. In other words, the class should be an ideal number of students.

In addition, teachers' knowledge related to the materials that they had to teach also contributed to one of the problems in implementing autonomous learning. The fact showed that some teachers did not fully understand such materials that they were going to teach. It was proved when those teachers could not answer all the students' questions on some topics in their class discussion. The implementation of autonomous learning would not be successful whenever the teachers did not understand what they had to do(Syafryadin et al., 2022). It included teachers' knowledge of autonomous learning, teachers' preparation of class activity and materials, and the technique to integrate this paradigm into their EFL classes. All those knowledge influence the success of autonomous learning. It is the basic concept why teachers who lacked knowledge about the lesson/ materials faced such problems whenever they did autonomous learning in the classroom.

The next problem came from the students. The fact from the field showed that the students seldom showed their responsibility in the teaching and learning process. They did not take their own right to be more responsible for what they had to do in the classroom. In fact, the students were demanded to be more responsible for their learning progress because the teachers only performed as the facilitator of their learning process. The students are encouraged to take greater responsibility for their own successful learning(Khan et al., 2022). However, the fact found in MAN Kota Solok did not reflect this theory. The students still viewed their learning success as the teachers' responsibility instead of theirs. It has been accustomed to them since they were in elementary school.

The last problem in implementing autonomous learning was related to the lack of opportunities that the students got to promote such interesting learning procedures, activities, and topics/themes they liked. Indeed, the students should be given a chance to have an egalitarian atmosphere in teaching and learning procedure(Ariebowo, 2021). In this case, the students could be given options and choose which one they prefer. However, this opportunity was rarely given to the students. They have almost never been given any options for any learning activities that they liked. It included the option of learning activity, theme of a text, or even learning procedures.

Based on the discussion of all problems and difficulties in implementing autonomous learning in MAN Kota Solok, it could be concluded that the difficulties and problems could be faced by the teachers and also the students. The problems included the availability of time for teaching, the lack of teachers' creativity and innovation, materials resources, class size, teachers' knowledge of the materials transferred, students' responsibility, and students' participation in dealing with their choice in the classroom. Moreover, the fact was the implementation of autonomous learning in this school still needs more improvement, whether it is related to the teachers or the students.

CONCLUSION

Implementing autonomous learning does not mean involving students themselves without any interference from the teacher. The collaboration between teachers and students is an essential element that may influence the success of autonomous learning. Students cannot study by themselves without guidance from the teachers, while the teachers may also not put themselves as the ones who control and dictate everything. The collaborative atmosphere should be balanced so autonomous learning can be optimally fostered. Thus, it implies that to get an optimal result of applying autonomous learning. The government should evaluate the process occurring in the field by concerning students' and teachers' problems while implementing autonomous learning. It also implies how the teachers could comprehend and apply the curriculum well to foster the students to apply autonomous learning better. Hence, it is expected that the teachers and students can work collaboratively to improve their understanding of autonomous learning and then try to apply it optimally. On the other side, this research was not fully discussed this issue massively since this research was limited to analyzing the problems of fostering autonomous learning. It is expected that further research will try to find the solution to the problems that arise, as stated in this research.

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APPENDIX

INDICATORS OF RESEARCH GUIDELINE

Problems in Fostering Autonomous Learning in English Class

NO	INDICATORS	SUB-INDICATORS
1	Innovation teaching	Creativity and innovation in teaching technique
2	Learning outcomes	Students' achievement
3	System of transfer	Class size
		Availability of time
		Materials resources
4	Curricula and learning path	Teachers' comprehension of curriculum
		Teachers' comprehension of materials
		Students' motivation in learning
		Students' interest in learning

(Source: Wahyuni et al., 2019, Jamila & Zubairi, 2022, Masouleh & Jooneghani, 2012 & Kardena, 2013)