

CHAPTER I

INTRODUCTION

A. Research Background

Teacher cognition is the process by which teachers select, organize and interpret input information and existing experience, and then interpret to create a whole or picture. A student's perception of learning is a student's perception or understanding of material or information as the learning activity occurs. This view of learning is also how students understand and respond to the content transmitted through the learning process. Student autonomy has recently been recognized in EFL teaching in Asia. Learner autonomy enables students to independently choose what to learn and how to learn. Learner autonomy is recognized as having a significant impact on student achievement, including competence. In addition to the positive aspects of student autonomy, the development of student autonomy in Indonesia is also poorly done due to teachers' different perceptions Student autonomy (i.e. innate skills, self-learning, acquired skills) (Agustina, 2017). As a result, teachers are unsure whether they can foster independence in their students. That is, teachers must share the same view of science as it relates to student autonomy in order to develop it properly.

Perception is the most important element in adjusting behavior to the environment. Based on this definition, it can be concluded that perception is the most important role in human file, because it will determine human behavior in dealing with the environment.

Not just teachers, future teachers need to develop their understanding of student independence as future teachers. Graduated teachers will eventually become in-service teachers, gradually replacing existing teachers. In the process of change, teacher candidates need to be aware of current learning issues, including the development of learner autonomy. It is important for future teachers to first understand and

develop student autonomy before developing autonomy for students Husnul Chotimah, (2008). Therefore, future teachers need to understand student autonomy. However, simply understanding the importance of learner autonomy is not enough. Future teachers also need to understand their role as teachers and the role of students as agents in developing student autonomy. Therefore, this study was structured to determine prospective teachers' perceptions of candidate teacher roles that require understanding of contemporary learning issues, including the development of learner autonomy. It is important for future teachers to first understand and develop student autonomy before developing autonomy for students Dri Atmaka (2004: 17). For this reason, prospective teacher development and candidates must be aware of current learning issues, including the development of learner autonomy. It is important for future teachers to first understand and develop student autonomy before developing autonomy for students. For this reason, prospective teacher development and candidates must be aware of current learning issues, including the development of learner autonomy. It is important that potential candidates understand current learning issues, including the development of learner autonomy. Regardless of the learner's awareness of learning progress, this does not mean that the learner is completely on his own without teacher support. Djamarah (2015: 280) found that there is still a need for the teacher's role in the classroom. Although learners have the ability to direct their own learning, the presence of teachers as controllers, initiators, participants, resources, and mentors is still necessary Harmer (2007).

Furthermore, Camilleri (2017) explained the teacher's role as facilitator, participant, advisor, encourager, supervisor, resource, and patient. In other words, the role of teachers in learning activities is still important. Although students do most of their learning, teachers have to support, support and encourage students in their learning activities. It is important for teachers to understand the value and principles of learner autonomy in order to implement it Smith (2003). Additionally, Smith

mentioned that teachers also need to develop their own teacher autonomy. Teachers independently decide what to teach and how to teach students. Therefore, it is necessary for teachers and learners to work together to develop learner autonomy. On the contrary, teachers in Indonesia do not give full play to their autonomy in the teaching process. Most teachers are tied to course performance, such as passing national exams, rather than teaching based on actual class needs. Also, teachers in Indonesia see teaching as a knowledge transfer activity rather than letting students think and try to find knowledge on their own. In Meisani and Rambet (2017), teachers argue that both teachers and students play important roles in the development of learner autonomy. Meanwhile, Ahsanu (2017) mentioned that teachers should also act as advisors to students. However, teachers' different perceptions of learner autonomy can affect how they apply learner autonomy in the classroom (Agustina, 2017).

It is important to distinguish between teacher perceptions and misconceptions of learning autonomy. Another finding by Maulana *et al.* aluminum (2016) found that teachers who develop high-quality autonomy can support the development of learner autonomy. Assuming trainee teachers quickly become professional teachers, it is important that they begin to develop autonomy so that they can motivate students to develop learner autonomy. Limited research has investigated student teachers' perceptions of learner autonomy as both students and future teachers. Based on the above questions, awareness of the roles of teachers and students in learner autonomy and the importance of developing autonomy for future teachers play an important role in the development of learner autonomy. It is important to distinguish between teacher perceptions and misconceptions about learning autonomy. Another finding by Maulana *et al.* aluminum. (2016) found that teachers who develop high-quality autonomy can support the development of learner autonomy. Given that future teachers will soon become professional teachers, it is important that they begin to develop autonomy so that they can motivate students to

develop learner autonomy. Limited research examines student teachers' perceptions of learner autonomy as students and future teachers. Based on the above questions, awareness of the roles of teachers and students in learner autonomy and the importance of future teachers' development of autonomy play an important role in the development of learner autonomy. In other words, learner autonomy cannot be identified as a single simple behavior in a given learning situation.

The fourth characteristic relates to the learner's ability to take control of learning by taking responsibility for decisions about all aspects of the learning process. This definition emphasizes "responsibility" and "skills" as key features of learner autonomy. Many definitions of learner autonomy derive from this broad definition. Mulyasa (2003) argues that because the word has some popular connotations, such as personal freedom and independence, "autonomy" in the learning environment is often misunderstood as a way of learning without a teacher. According to Surya (2020), autonomy can be observed in situations where students take the lead in learning, possibly after formal schooling has ended, and he states that the main problem for educators is how to develop learners' skills and improve this when needed autonomy. Finally, Dickinson, cited by Benson (2011), describes "autonomy" as learners taking full responsibility for all learning decisions in the classroom, while Andreu, cited by Shahsavari (2014), describes "autonomy" more as an attitude towards learning. The understanding of learning is based on the understanding that learners are responsible for their own learning outcomes. From this it can be concluded that learner autonomy is viewed as the awareness and control of students over their own learning progress. Learner autonomy in foreign language learning is determined by the learner's ability and willingness to perform specific and general tasks, and the three domains most relevant to this autonomy in foreign language learning are communication, learning, and personal development.

The relationship between these factors is so complex that it is a feature of many approaches to language learning to ignore or at least marginalize the role of the teacher. Therefore, the graphic above shows that the teacher's role in supporting students should be given due attention and not overlooked. Based on the above description, the researchers conducted a study titled "IKIP PGRI Pontianak Pre-service Teachers' Perceptions of Autonomy of English Learners", who cultivated their own and their students' autonomy.

B. Research Question

Based on the research background above, the research question in this study is “What is the perception of pre-service Teacher Learners Autonomy”?

C. Research Purpose

Based on the research problem that the researcher formulated, the research purposes in this research aims to find out the perception of pre-service Teacher Toward Learners Autonomy of IKIP PGRI PONTIANAK in the Academic year of 2022/2023”

D. Significances of Research

1. Practical Significance

a. For the students

The results of this study can be used by students to find out about prospective teacher perceptions of autonomy in learning English and the influence of independence in learning English.

b. For the lecturers

The results of this study can be used by teachers to find out about prospective lecturer perceptions of autonomy in learning English and the influence of independence in learning English.

c. For the Institution IKIP PGRI

After conducting this research, it is hoped that the campus will be more interested in the perception of this research. This can also be a reflection to see teaching that is effective and efficient so that there is a view to seeing teacher learning autonomy in campus IKIP PGRI Pontianak.

d. For other researchers

This result of this study can be additional information to other researchers who will research about the case in the next study. further research, this research can be a reference for conducting research on the perceptions of prospective teachers towards the autonomy of learning English.

2. Theoretical Significance

In theory, this research is expected to be able to contribution, especially about Pre-Service Teacher Perception of the Autonomy of English Learners and in the school environment and become a view to distinguish views that will be applied in learning autonomy.

E. Scope of Research

1. Research Variables

A research variable is anything in the form of anything determined by a researcher to be studied so that information about it is obtained and a conclusion is drawn. Kaur (2013: 36) stated that a variable is a property that takes on different values. The variable is an analysis of Pre-Service Teacher Perception of the Autonomy of English Learners.

2. Research Terminology

To avoid misunderstanding between the researcher and reader, the researcher provides the definition and explanation of those terms, as follows:

a. Teacher Perception

Teacher perceptions the thoughts or mental images teachers have about their students are shaped by their background knowledge and life experiences. Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher.

b. Learners Autonomy

Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies.

c. IKIP PGRI Pontianak

IKIP PGRI Pontianak is the Institute of Teacher Training and Education at PGRI Pontianak which is located on Jl. Ampera No. 88, Sungai Jawi, Kec. Pontianak City, Pontianak City, West Kalimantan 78116. Researcher will conduct teaching practices, especially for eighth semester students and researcher will conduct research entitled “Pre-Service Teacher Perception Of the Autonomy Of English Learners To The Eighth Semester Students Teacher Candidates”.

F. Research Plan Schedule

No	Research Plan	Month						
		January	February	March	April	May	June	July
1.	Submission outline							
2.	Preparation of research design							
3.	Research design seminar							
4.	Research implementation							
5.	Management of research results							
6.	Thesis examination							