Abstract: This study is aimed at describing the implementation of autonomy in Sociolinguistics classes. It employs descriptive qualitative research design as it is done to get a detailed description on how learner autonomy is implemented in class viewed from both lecturers and students. The participants involved were the sixth semester students taking Sociolinguistics course in the even semester academic year 2018/2019 as many as 80 students, as well as two lecturers teaching the course. To collect the data, the researchers used field notes, semi-structured interview, and questionnaire. The results revealed that the learning methods used in the classroom were various, including lectures, oral presentation, demonstration, group discussion, project-based learning, and personal consultation. All those learning methods aimed at meeting the instructional objectives of Sociolinguistics class as well as fostering students’ learning autonomy. In terms of perception, the lecturers and students agreed students’ autonomous learning traits have clearly been shown in the classroom activities. Most students have fulfilled the criteria of autonomous learning.

Keywords: Autonomous learning, classroom activities, independence, sociolinguistics

The condition of teaching and learning in Indonesia, in practice, is still dominated by the fact that teachers play a central figure in the process (Bjork, 2005; Karim Mattarima, 2011; Crome, et. al; 2009). They are the major source of learning who explain, describe, teach and do all the teaching and learning activities which learners can rely on. However, nowadays there are more and more teachers who have shifted from teacher-centered learning method into learner-centered method (Indrianti, 2012; Kidwell & Triyoko, 2012). This happens as learners today demand high opportunities to take a part into their own learning by taking more responsibilities to be involved into a more autonomous learning.
Therefore, the task of the teacher is to build student learning independence with various learning models applied in the learning process. Developing initiative, intensive and creative autonomous learning can be done through various methods, such as problem-based learning (Chanlin, 2008) and other various learning techniques to enhance creativity such as presentations and discussion (Soleh, 2015).

There have been some similar studies investigating students’ learning autonomy. Yuliani, et.al (2017) have conducted a study on the role of project-based learning in promoting learner autonomy in an ESL classroom. Another study promoting student’s independence was also conducted by Ramirez (2014) developing learner autonomy through project work in an ESP Class. Meanwhile, this present study is going to conduct similar study as those mentioned but in a larger coverage as it does not only focus on one single aspect or method a teacher uses in fostering students’ learning autonomy but it also covers the effort of teachers and the teacher and students’ perception on the implementation of autonomous learning in a sociolinguistics class. By doing so, this present study is expected to fill in the gap that the earlier research has not addressed yet.

The study on autonomous learning in English Department Universitas Brawijaya is needed as it aims at investigating the degree of autonomous learning currently happens in this study program. If it was found that the students’ autonomous learning level is still low then there must be something wrong going on here which needs to be fixed up.

Studying Sociolinguistics means understanding how language is used in a society. Based on the preliminary study conducted, so far in sociolinguistics class the majority of learning just focuses on understanding the theories in Sociolinguistics and know how the form of implementation of the theory in the form of daily communication. Most students get difficulty in imagining the implementation of Sociolinguistic theories in communication around them. Frequently, they get difficulty in understanding the form of communication if the theory they learn does not have a detailed picture. For this reason, the lecturer is very crucial to design some learning methods to boost students autonomy so that students are expected not only to understand concepts or theories delivered in foreign language but they are also expected to be able to know how the form of implementation of the theory in the form of daily communication. Most students are trying to have their own reasoning when they have to imagine the implementation of Sociolinguistic theories in communication around them. Frequently, they get difficulty in understanding the form of communication if the theory they learn does not have a detailed picture. For this reason, students are expected to be able to contribute to their own learning by not depending too much on the lecturers explanation. Sociolinguistics subject is chosen because in this course, students are expected to be able to show their learning autonomy since this course demands students’ high degree of autonomy to enhance their understanding about the course they are taking.

The researchers had conducted a preliminary study before conducting this research by asking the lecturers teaching Sociolinguistics course regarding the use of learner autonomy approach in their classes. The results state that there have been some methods implemented to boost students learners autonomy by asking students to do oral presentation concerning the materials they have in the classroom and asking the students to do a project based work that is doing a mini research. However, the lecturers still found some challenges faced in the implementation of learners’ autonomy in the classroom due to some factors like lack of students motivation and monotonous project work presented in the classroom. Therefore this present study aims to investigate the way teachers foster learner autonomy in sociolinguistics class and to find out the teacher and students’ perception regarding the implementation of learning autonomy in sociolinguistics class.

Autonomous learning is considered important in nurturing learner autonomy in learning which later could enhance their skills in performing HOTS (VD Smith, 2017). Boosting student’s autonomous learning will be very helpful in helping students to engage in initiative, intensive and creative learning activities. Each meeting was held with a presentation to enhance student creativity followed by a discussion to create a student-oriented learning atmosphere that aroused student initiatives to take part actively in the learning process. Occasionally, students are asked to demonstrate certain techniques in using language in daily life so they intensively understand and are able to apply sociolinguistics concept in daily communication.
Therefore, this study aims to describe the efforts the teachers do in the classroom to boost students autonomous learning in Sociolinguistics classes to see the degree of autonomous learning the students have shown. Next, this study also aims to find out the perceptions from both teachers and students regarding the learning they have done if it has already reflected learning autonomy or not. By doing so, there will be a clear description if autonomous learning has been successfully conducted or not or it might still need some improvement in the future.

**REVIEW OF LITERATURE**

Learner autonomy is not a new concept in language learning and has been a topic of interest in recent years as today's educators are trying to shift from a teacher-centered approach into a learner-centered one. It is understood as a person's ability to conduct active autonomous learning. This term was previously introduced by Holec (1981, cited in Yan, 2007) who introduced learning autonomy as the capability of taking charge of one's own learning.

There has been studies with regard to the understanding of autonomous learning. According to Little (1991), autonomy is regarded as capacity— for detachment, critical reflection, decision making and independent action. Thus, learner autonomy can be seen as a learner's attitude in determining the ways of his own learning process and be responsible for the process. To do so, learner needs to know the essence of learning and his role in this process. Moreover, Uno (2010) defines learning autonomy as an ability to direct and control self and mind to decide things without having dependence on others. In line with this, Mujiman (2011) states that learning autonomy is an active learning activity driven by both one's desire to master something inherent from the learner himself and by other factors like initiative, intensive and creative learning activities.

There are some learning methods which can promote autonomous learning for examples oral presentation, demonstration, discussion, project based learning and many others. In oral presentation skills all the language skills are integrated (listening, speaking, reading, and writing). Oral presentation is a useful way of achieving learning autonomy as in this activity learners are expected to be able to organize ideas, summarize ideas, and then present it (Kurniadi, 2011). In addition, they should be ready for questions raised thus mastering the topic of presentation is a must. Next, demonstration is also a good way to raise students' creativity to provide an interactive information (Sinaga, 2007). This demonstration also prepares students to face real life about how language is used.

Another activity which can boost students' autonomy is discussion (Kurniadi, 2011). Discussion involves the exchange of ideas among students, and between students and lecturers. Discussions often become interesting and challenging for students because they are given the opportunity to ask questions and provide information. Moreover, Project Based Learning can also be used to arise student interest in doing specific language project in real life. In sociolinguistics class there have been many concepts on the relation between language and society which can be made into real project to give a more understanding on a certain concept. Assisted by technology-based instructional media students can create such interesting project based activity on sociolinguistics.

**METHOD**

**Research Design**

This study employed qualitative approach with descriptive analysis to answer the statement of the problem aforementioned. It was conducted in sociolinguistics classes involving 2 (two) sociolinguistics classes consisting of 40 students in each class as the participants. This method was generally aimed at revealing a comprehensive summary or complete description on phenomenon happening during the teaching and learning process. The purpose of this study was to reveal the methods lecturer use in enhancing students learning autonomy in sociolinguistics classroom.

The research participants were the sixth semester students taking Sociolinguistics course in the even semester academic year 2018/2019 as many as 80 students, as well as two lecturers teaching the course.

**Data Collection**

In this research the researchers played a role as key instrument. In collecting the data, the researchers were assisted by other supporting instruments. The first supporting instrument is field notes. Field notes are a description and comments from the observer about students' attitudes, opinions, and reactions regarding their learning during the development of the classes. It is used to write everything happening in the learning process as the researchers also play a role as a participatory observer which means the teacher also deeply involves in the learning process. In each class session, a field note form is filled out because it serves as a memory aid to register important events.
Next, the data were also collected from semi-structured interviews. The interview is used to gain data regarding teachers’ perception on the implementation of autonomous learning. It is an open question demanding greater degree of freedom. The interview was a purposeful interaction in which one person obtains information from another. This study employed structured interview, which consisted of a specified set of questions that elicited the same information from all respondents (Gay et al., 2009).

Then, a questionnaire was also used to gain information concerning students' perceptions on the implementation of autonomous learning in sociolinguistics class.

Data Analysis

The researchers did some steps to conduct data analysis. First, in order to answer the first problem of the study concerning the efforts that the lecturers have made to enhance the occurrence of learning autonomy is started by the activity of analyzing the documents from the faculty concerning the syllabus and its aspects to see if it has already implemented the concept of autonomous learning. This syllabus was reviewed from many aspects based on the characteristics and indicators of autonomous learning based on the theory from Sumarmo et.al (2004). It was then continued by analyzing the documentation concerning the evaluation regarding students work or assignment. The students work was evaluated to see if they have already implemented autonomous learning or not. In this step the field notes written in the research area when doing an observation in the classroom really help the researchers a lot to provide clearer context and explanation. Next, the documentation concerning students project, presentation are very much needed concerning the efforts (learning methods) that the lecturers use in class to enhance students autonomous learning.

Next, to answer the second problem of the study concerning teachers’ and students’ perspective on the implementation of autonomous learning, the interview result from Sociolinguistics teachers and questionnaires related to students’ perspective on the implementation of autonomous learning were analyzed. Last is drawing conclusion based on the results of analysis.

FINDING AND DISCUSSION

Finding

The Implementation of Learning Methods to Promote Learners’ Autonomy in Sociolinguistics Class

Based on the analysis, there have been many different methods of learning that Sociolinguistics lecturers have applied to foster the implementation of autonomous learning in the classroom. The following is the elaboration concerning the implementation of some learning methods used by the lecturers. These learning methods were revealed through field observation as well as semi-structured interview. From the followings methods applied by the lecturers in Sociolinguistics class we can see the high commitment the lecturers have in fostering the level of autonomous learning in the teaching and learning process.

1. Lectures

Lectures are still implemented in Sociolinguistics class, yet it takes a very small portion. It was implemented at the beginning of the semester for the sake of explaining the course contract and the to-do-list projects and assignments which demand more on lecturers’ explanation.

2. Oral Presentation

Oral presentation is one of the learning methods used in Sociolinguistics class. In this oral presentation, students are practicing their four language skills comprising their receptive (listening and reading) and productive (speaking and writing) skills. Oral presentation is very beneficial to achieve the goals stated in the learning objectives of this course. In the presentation, students are expected to be able to organize ideas, summarize ideas, and then present it to the audience (their peers).

Learners’ autonomy can be seen from the implementation of this learning method. By having oral presentation, students should show their learning initiative. During the presentation, there will be a question and answer session which requires them to master the presentation topic as they should be ready for questions raised. This is in line with the statement of Sumarmo et.al (2004) mentioning that students are called to implement learner autonomy if they apply learning initiatives. This learning initiative is required as they should be responsible and conscious of their active role in learning especially in terms of responsibility. Using this learning method, students who are in charge of presenting a certain topic can search for relevant sources related to the topic of presentation they are going to have. Instead of waiting to receive or to be spoonfed by the lecturers about this topic, they can be more independent in learning. In this activity, students can diagnose their learning need to prepare for the presentation, and
this presentation enables them to see questions raised in the presentation process as a challenge. So, to be able to meet the challenge they might utilize other relevant sources as a back up knowledge adding the main handout used in the classroom.

In oral presentation, students are assigned to raise current issues related to the use of language both in everyday communication and on social media, then present information from books, internet, audio or video. Presentation is a very interactive method that involves the activity of students in collaborating with groups accompanying by the use of technology as a means to deliver the presentations. Technology is a part that is very close to students today both as a source of information and in presenting information.

In the question and answer session, the lecturer functions as a facilitator for the discussion and leaves the presenters to respond to the questions raised. The lecturer will provide some highlights or additional information or examples on the concept which seems to be difficult to understand or concepts which the presenter has not yet explained clearly.

3. Demonstration

Sometimes teachers and students need to demonstrate a certain concept into a real language phenomenon in order to be well understood. It aims at raising students’ creativity to provide an interactive information. This demonstration also prepares students to face real life about how language is used.

Understanding the linguistic repertoire might need big effort. To do so, the lecturer can make use of demonstration method to clarify the concept. First of all, the lecturer asked the students to prepare a checklist as an aid to check one’s language repertoire. The students were asked to move around the class and do interview to at least two of their friends asking their language repertoire. By doing so, the concept of language repertoire can be well understood. This is in accordance with Sumarmo et.al’s (2014) statement that one of the characteristics of learning autonomy can be reflected when students have their own self concept and this self concept is taken from their own direct experience in real life. The students for example demonstrate the phenomenon of bilingualism and multilingualism by making a role play in a context it involves the occurrence of bilingualism and multilingualism phenomenon. Thus, this finding is in line with the research conducted by Kurniadi (2011) stating that demonstration can be one of the ways to boost students’ autonomy.

4. Group Discussion

Another learning method to boost students’ autonomy in learning is by engaging them in an active discussion. The activity of discussion involves the exchange of ideas among students, and between students and lecturers. Discussions often become interesting and challenging for students because they are given the opportunity to ask questions and provide information. In a discussion, students express their ideas and this at the same time train their cooperative sensibility to always regard other’s opinion.

In discussion, the lecturer gives some conditions and contexts in the form of problem solving case. One of the topics used in the classroom was related to the occurrence of language loss. For this topic, students worked in a group and they were asked to find out the causes of that loss. Another topic was about dialect. Students were asked to analyze the dialect of two different areas belonging to the same origin; for example, how are the regional dialects of Blitar and Malang different in terms of vocabulary. The students were asked to form a group of their previous presentation group and encouraged to actively participate in this activity.

Group discussion allows students to show their initiatives in expressing opinion and it enables students to actively search for other learning sources to help them clarifying the idea during the discussion. They may start looking for other types or learning resources supporting particular topics of discussion. This is in line with Kurniadi (2011) stating that group discussion can enhance students autonomy in learning.

5. Project Based Learning (Students’ conference/seminar on Sociolinguistics)

Problem-based learning may arise students’ interest in doing specific language projects in real life. In Sociolinguistics class, there have been many concepts on the relation between language and society which can be made into real project to give more understanding on a certain concept. Assisted by technology-based instructional media, students can create interesting project-based activity on Sociolinguistics. The project-based learning applied in Sociolinguistics is that two classes of Sociolinguistics worked together to establish a conference in Sociolinguistics. In the conference, they were assigned to submit a mini paper in Sociolinguistics. As the time was limited, it was decided that the ones presenting were merely selected papers. It turned out that there were 20 best selected papers presented
while the rest took a role as audience who actively take parts in the conference by giving questions, feedbacks, responses, and suggestion regarding the topic presented. The theme raised in this one-day student conference was “Trends in Sociolinguistics: Language, Society, and Culture 2019”.

Student conference trained them to be able to diagnose their learning needs; they had to search for materials relevant to make a good paper on Sociolinguistics. In this activity, the students were also able to set the targets and learning goals as they sometimes got confused during the conference due to some points or concepts they have not yet mastered. Being given a paper on Sociolinguistics to be presented during the semester, they started thinking about the way to monitor, regulate, and control their own learning progress. When they found difficulties, they would take it as a challenge for better achievement. At the end of the semester, they would know what learning needs they have not achieved, so they can do other improvement to make it better. All of those traits were in line with Sumarmo’s statement regarding the characteristics of students who have already performed autonomous learning. This finding is in line with a research conducted by Ramirez (2014) and Yuliani 92017) stating that project based work can be used as one of the methods to enhance students’ learning autonomy.

6. Personal consultation

In Sociolinguistics class, the lecturers also gave chances for students to do a personal face-to-face consultation. This chance is given to make sure that students were in the right track especially when dealing with the project they conducted for student conference. By doing so, the lecturers can monitor the students’ progress and measure the degree of their learning autonomy. If it was found that the students have not come to the degree expected that the lecturers can suggest an alternative to improve their students’ performance.

In addition, through personal consultation, students can measure and monitor the learning goal they have made at the beginning. They can measure how deep their understanding on a certain concept is and when they were lacking on a certain aspect, for example they have not come up to an appropriate analysis of Sociolinguistics issue, then they may start looking for alternatives by looking up other relevant sources other than what have been reviewed previously. When they have recognized their drawbacks, they decided to use strategies for facing them such as asking classmates or the teacher and trying to be more conscious of their learning.

From this personal consultation, the degree of students autonomy in learning can be easily seen as this is a chance for them to explore and share their understanding about the concepts they have learned so far.

Teacher’s and Students Perception on the Implementation Learning Autonomy in Sociolinguistics Class

Having analyzed the efforts implemented in fostering learners’ autonomy, the researchers would reveal both teachers’ and students’ perceptions regarding the implementation of learning autonomy in Sociolinguistics class. For this issue, a semi-structured interview with the Sociolinguistics lecturers was conducted and the researchers also distributed a questionnaire to obtain data.

The parameter referred to the 9 (nine) set of paradigm of autonomous learning proposed by Sumarmo et al. (2014). They stated that students are called to implement learner autonomy if they show the following traits: 1) applying learning initiatives, 2) diagnosing learning needs, 3) setting targets and learning goals, 4) monitoring, regulating and controlling learning progress, 5) viewing difficulties as challenges, 6) utilizing and searching for relevant sources, 7) choosing and implementing learning strategies, 8) evaluating learning processes and outcomes and 9) having self-concepts or self-concepts. These nine traits will be discussed accordingly in the following section:

A semi structured interview was conducted to collect data related to teachers’ perception on the degree of learning autonomy the students show. The lecturers of Sociolinguistics class believed that all students benefited from the learning methods that have been executed though it cannot be denied that the degree of improvement between one student and other students vary. Based on the result of the interview, it was found out that the lecturers agree that students have shown good degree of learning autonomy though it still needs to be improved accordingly. The result of the interview also revealed that students undergo much improvement in terms of language proficiency and knowledge related to the subject discussed. However, there should be higher efforts later done to further support the implementation of learner autonomy in the language in the study program of English as this may also become a problem in other English classrooms other than in Sociolinguistics class.
The following is the detailed explanation regarding the result of interview with the lecturers of Sociolinguistics class concerning students learning autonomy in this subject.

The lecturers were asked things related to the characteristics of autonomous learning as proposed by Sumarmo (2004). Based on the table, it can be seen that based on lecturer’s perspective. Overall, students show good degree of learning autonomy. In relation to the nine traits characterizing the occurrence of autonomous learning, the students of Sociolinguistics class indicated that they have already been able to do an autonomous learning though the degree of their autonomy still needs to be improved to better quality. Among those 9 traits, it was found out that trait no.6 (utilizing and searching for relevant sources) was regarded to be a dominating one as lecturers found that students actively looked for other relevant sources to support their learning progress. It can also be seen from the consultation session in preparing for a mini project on Sociolinguistics class that will be presented on a student conference. The students showed what they have found and learned from various reading materials related to topic they discussed. This is seen from the learning materials they have brought during the class in the presentation or when they have the personal consultation. They accessed both online sources like online books, pdfs and journals and they also accessed offline source like reviewing some minor thesis written by their seniors in SAC (Self Access Center). On the other hand, the trait which appeared to be the least on students is trait number 7 (choosing and implementing learning strategies). It seemed that students were not well informed on the most effective learning strategies they can use when they found difficulties. Thus, a guidance from the lecturer is very crucial for giving suggestion on the strategies they need to enhance once they got a problem in their study.

Table 1 displays students’ perception regarding the learning autonomy. The results of questionnaire shows that most students agree that learning autonomy has been reflected in the classroom implementation shown by its high percentage. They assumed that the practice of autonomous learning covering those nine traits have been applied in the classroom activities. Students were assumed to be able to show good autonomy in their learning by high score in the questionnaire.

All in all, students’ perception regarding the implementation of learning autonomy in Sociolinguistics class is considered good.

### Table 1 Learning Autonomy Traits reflected in Sociolinguistics Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Traits</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Applying learning initiatives</td>
<td>Often</td>
<td>84%</td>
</tr>
<tr>
<td>2</td>
<td>Diagnosing learning needs</td>
<td>Sometimes</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Setting targets and learning goals</td>
<td>Sometimes</td>
<td>75%</td>
</tr>
<tr>
<td>4</td>
<td>Monitoring, regulating and controlling learning progress</td>
<td>Sometimes</td>
<td>75%</td>
</tr>
<tr>
<td>5</td>
<td>Viewing difficulties as challenges</td>
<td>Often</td>
<td>84%</td>
</tr>
<tr>
<td>6</td>
<td>Utilizing and searching for relevant sources</td>
<td>Always</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>Choosing and implementing learning strategies</td>
<td>Seldom</td>
<td>84%</td>
</tr>
<tr>
<td>8</td>
<td>Evaluating learning processes and outcomes</td>
<td>Often</td>
<td>92%</td>
</tr>
<tr>
<td>9</td>
<td>Having self-concepts or self-concepts</td>
<td>sometimes</td>
<td>84%</td>
</tr>
</tbody>
</table>

**DISCUSSION**

This section presents a discussion on how lecturers of Sociolinguistics class have already implemented various learning methods to help students to be more autonomous in their learning.

As is evidenced by the results of analysis, all learning methods implemented in the classroom aimed at making students to be more independent in their learning so they may not just depend on the lecturers on a certain subject. This is relatively understandable as students are accustomed to having a spoon-fed activity as they just rely on the lecturers’ explanation from the beginning to the end of the semester. This paradigm is then changed into a more learner-centered way so that it is not the lecturers but the students themselves who should be responsible for their own learning. One of the learning methods, for example group discussion, was proven to be very effective in fostering learning autonomy. During the group work, the learners discussed the strengths and the weaknesses of their performance both directly and indirectly. In discussing the weak-
nesses, some learners said that they were not accustomed to express opinions and they found it difficult. Some of them realized that the group was not in harmony for example there was one who dominated a lot while the rest kept passive. In dealing with this situation, they discussed the problems and searched for the solution so they could cooperate well. Despite all the weaknesses, the learners also get much benefits during the group work. Generally, they learned much from a group work as they became happier when studying as they did not really worry about the feeling of afraid of making mistakes.

In another type of learning method like presentation, it was found that not all group members did the same efforts in mastering the topics presented, so the degree of their understanding relatively varied from one person to another. This way each student may share their lacks and positive feedback. Those who are lacking can benefit from the other members of the same group who have better understanding. This is in line with Ramirez’s (2014) study indicating that students display self-regulation in regard to facing failures through learning strategies. Furthermore, most learners are aware of self-monitoring and self-evaluation strategies such as evaluating their own progress.

The findings of this present study revealed that lecturers in Sociolinguistics class were able to foster the implementation of autonomous learning by applying some learning methods which are believed to be effective to promote students’ autonomous learning. In addition, both lecturers and students agreed that students in Sociolinguistics class had already been able to show an autonomous learning activity shown by their good perceptions regarding the methods used. This finding was also correlated with Yuliani, et.al’s (2017) study about the role of project-based learning in promoting learner autonomy in an EFL classroom. Yulianiet.al also found that learner autonomy varied among learners. Some students performed high degree of learning autonomy while others did not. There was a small number of students who were so passive at the beginning of the class, but gradually they got along with the process and gained their self-confidence then finally be able to improve at the end. This is because these students were accustomed to being spoon-fed by the teacher. As a result, some of them become passive learners.

Furthermore, the findings of this present study also supported that of Ramirez (2014). The learners enhanced active learning and were encouraged to have a comprehensive development in language skills. They were self-motivated to improve their knowledge in a particular field by implementing certain learning strategies. The efforts of students in Sociolinguistics class reflected the trait of how an autonomous student should behave in autonomous environment. Despite the fact that students still made mistakes and did not achieve the highest level of proficiency, they had concrete opportunities to put the language into practice when communicating the concept through activities like oral presentation, group discussion, and students conference. The project they engaged in would improve their learning autonomy to discuss, exercise and control over their learning process. As they keep actively participating in a process, soon they will have some improvement in terms of their performance and will successfully achieve the objective. Moreover, when students worked in groups, they strengthened their capacity to make decisions when learning. One of the most important decisions that they made was to choose how they wanted to work and they also found solution over a problem they encountered.

CONCLUSION

From the results of analysis, it can be concluded that there have been some learning methods performed by the lecturers of Sociolinguistics in the classroom to foster students’ learning autonomy. The learning methods performed vary and they result in different purposes of study. All those learning methods aim at meeting the instructional objectives that this course has and also to foster the students’ learning autonomy. All in all, those methods are proven to be effective to be implemented in the classroom as both parties agree that students of Sociolinguistics class have benefited from the methods used in the classroom. Those methods help them to boost the degree of their self-involvement in the learning process. In other words, the learning methods are able to enhance their intention to perform autonomous learning activities.

In terms of perception, the lecturers and students agree that students’ autonomous learning traits have clearly been shown in the classroom activities. It can be summed up that most students have fulfilled the criteria of autonomous learning, namely 1) applying learning initiatives, 2) diagnosing learning needs, 3) setting targets and learning goals, 4) monitoring, regulating and controlling learning progress, 5) viewing difficulties as challenges, 6) utilizing and searching for relevant sources, 7) choosing and implementing learning strategies, 8) evaluating learning processes and outcomes and 9) having self-concepts. Students actively participate in all activities...
in the classroom. These findings are consistent with the findings of previous studies in that the learners can work in groups even without the direct control of the teacher.

Based on the results, it is suggested that lecturers search for various ways for fostering autonomy. They are suggested to keep encouraging the students to realize that they should be responsible for their own learning, thus they might not just depend on the information input provided by the lecturers. As there are other learning methods which can be used to improve learners’ autonomy, the lecturers have to motivate and facilitate the students to carry out the task willingly and completely.

In addition, the participants of this study were quite limited in number because there were only 2 classes of content subjects. It is assumed that the more participants involved, the more finding the study is likely to be acquired. Moreover, the participants did not vary because this study only investigated the participants from two Sociolinguistics classes. The next research might consider the number of participants and the content subjects involved in the research to gain richer end results.

REFERENCES