

***Merdeka Belajar* Program to Teach English Procedure Text : A Case Study at  
SMP Negeri 30 Palembang**



Shafa Salsabila Zahrotun

06011381722052

English Education Study Program

**LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2021**

**MERDEKA BELAJAR PROGRAM TO TEACH ENGLISH PROCEDURE**

**TEXT : A CASE STUDY AT SMP NEGERI 30 PALEMBANG**

A Thesis by

**Shafa Salsabila Zahrotun**

**06011381722052**

**English Education Study Program**

**Language and Arts Education Department**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**2021**

Approved by,

Advisor 1,



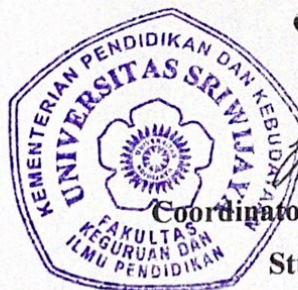
**Dr. Rita Inderawati, M.Pd.**  
**NIP. 196704261991032002**

Advisor 2,



**Dra. Zuraida, M.Pd.**  
**NIP. 196205051988032004**

Certified by,



**Coordinator of English Education  
Study Program,**

**Hariswan Putera Jaya, S.Pd., M.Pd.**

**NIP. 197408022002121003**

**MERDEKA BELAJAR PROGRAM TO TEACH ENGLISH PROCEDURE**

**TEXT : A CASE STUDY AT SMP NEGERI 30 PALEMBANG**

**Shafa Salsabila Zahrotun**

**06011381722052**

**This thesis was defended by the writer in final program examination and was approved by the examination committee on:**

**Day : Monday**

**Date : Feb 1<sup>st</sup>, 2021**

**ADVISORS APPROVAL:**

**1. Advisor : Dr. Rita Inderawati, M.Pd.**



**2. Advisor : Dra. Zuraida, M.Pd.**



**Palembang, Mar 2021**

**Certified by,**

**Coordinator of English Education Study Program**



**Hariswan Putera Java, S.Pd., M.Pd.**

**NIP 197408022002121003**

## DECLARATION OF PLAGIARISM

I, the undersigned,

Name : Shafa Salsabila Zahrotun

Student's Number : 06011381722052

Study Program : English Education

Certify that thesis entitled “*Merdeka Belajar* Program to Teach English Procedure Text : A Case Study at SMP Negeri 30 Palembang” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 21 January 2021

The undersigned,



Shafa Salsabila Zahrotun

NIM 06011381722052

## **DEDICATION AND MOTTOS**

**This thesis is dedicated to :**

**My mother and my father**

### **MOTTOS**

**"If opportunity does not come to you, then create it."**

**-Unknown**

**"Everything will be okay in the end, if it's not okay, it's not the end."**

**-Unknown**

**"Believe in yourself and all that you are. Know that there is something inside  
you that is greater than any obstacle."**

**- Christian D. Larson**

## ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT, who has always been there for me and blessed me with a lot of wonderful things about life. His blessing has brought me to this phase, to accomplish undergraduate degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

This thesis also would not be done properly without any helps and support from people around me. Therefore, I would like to deliver the wholehearted gratitude to:

1. My parents, my brother and my little sister. Thanks for supporting me, believing in me, praying for me and love me sincerely, endlessly and unconditionally. I cannot even put it into word how much I am grateful to have them in my life.
2. My two advisors, Dr. Rita Inderawati, M.Pd., and Dra. Zuraida, M.Pd. Their guidance means so much to me until this phase. I'm thankful to have such motivational, patient, and supportive advisors like them. I'm also thankful for their guidance since day one they became my advisors and during the process of finishing my thesis.
3. To my dear, M Rizky Afrian who will never be tired, bored to correct, help, accompany me, listen to me through thick and thin. Thanks for the prayers, patience, advice, support until this phase.
4. My closefriends since SMP, SMA, college life until now, Ejak, Niak, Melisa, Iqis, Jusam, Alep who always be there for me. My hangout friends at college, Cekdin, Nyim, Dina, Annisa, Yustika, thanks for surviving together during conducted the research and for making every single day becomes unforgettable, colorful, and fun. Last but not least, my seniors at college, Kak Intan, Kak Ardan, Kak Taruna, Kak Nizar, Kak Rizka for their support and advice.

5. To SEESPA UNSRI 2017 Palembang, for the support, memories, and help during study in Sriwijaya University and for whose name I possibly can't mention here, thanks for everything.

Palembang, 21 January 2021

The writer,

A handwritten signature in black ink, appearing to read 'Shafa Salsabila Zahrotun', with a stylized, cursive script.

Shafa Salsabila Zahrotun

## TABLE OF CONTENTS

<b>APPROVAL.....</b>	<b>i</b>
<b>COMMITTEE APPROVAL.....</b>	<b>ii</b>
<b>DECLARATION OF PLAGIARISM .....</b>	<b>iii</b>
<b>DEDICATION AND MOTTOS.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF APPENDICES.....</b>	<b>xi</b>
<b>ABSTRACT .....</b>	<b>xii</b>
<b>CHAPTER I.....</b>	<b>1</b>
1.1    Background .....	1
1.2    The Problems of the Study .....	6
1.3    The Objectives of the Study.....	6
1.4    The Significance of the Study .....	6
<b>CHAPTER II .....</b>	<b>7</b>
2.1    The Development of Indonesian Education System .....	7
2.2    Industry Revolution 4. 0.....	8
2.3    School Curriculum .....	9
2.4    Mobile Technologies.....	10



2.5	<i>Merdeka Belajar</i> Program.....	11
2.6	Autonomy in Learning .....	12
2.7	21 <sup>st</sup> Century Education.....	13
2.8	Incorporation of 4C Skills in Teaching Practice .....	14
2.8.1	4C Skills in Teaching Practice .....	14
2.8.2	Process to Incorporate 4C Skills in Teaching Practice .....	15
2.8.3	The Challenges in Incorporating 4C Skills in Teaching Practice .	16
2.9	Teaching and Learning at High School .....	19
2.9.1	The Characteristic of the First Year Students of Junior High School	19
2.10	The Role of Media in Teaching and Learning Process .....	20
2.10.1	Kinds of Media.....	21
2.10.2	Procedure Text .....	23
2.11	Collaborating Teachers and Students in Cooperative Learning Model	25
<b>CHAPTER III.....</b>		<b>28</b>
3.1	Research Design.....	28
3.2	Variable of the Study .....	28
3.3	Operational Definitions.....	29
3.4	Population and Samples .....	29
3.4.1	Population .....	29

3.4.2	Sample.....	30
3.5	Technique for Collecting the Data .....	31
3.5.1	Observation .....	31
3.5.2	Interview .....	31
3.5.3	Questionnaire .....	32
3.6	Technique for Analyzing the Data .....	32
3.6.1	Observation .....	32
3.6.2	Interview .....	32
3.6.3	Questionnaire .....	32
<b>CHAPTER IV</b>	<b>.....</b>	<b>33</b>
4.1	Findings.....	33
4.1.1	The Result of Observation .....	33
4.1.2	The Result of the Interview.....	35
4.1.3	The Result of Questionnaire.....	37
4.2	Discussion .....	42
<b>CHAPTER V</b>	<b>.....</b>	<b>46</b>
5.1	Conclusion.....	46
5.2	Suggestion.....	47
<b>REFERENCES</b>	<b>.....</b>	<b>48</b>
<b>APPENDICES</b>	<b>.....</b>	<b>55</b>

## **LIST OF TABLES**

<b>Table 3.1</b>	The Number of Population
<b>Table 3.2</b>	The Sample of Study
<b>Table 4.1</b>	The Result of Questionnaire
<b>Table 4.2</b>	The Result of Questionnaire
<b>Table 4.3</b>	The Result of Questionnaire

## **LIST OF APPENDICES**

- Appendix A Usul Judul Skripsi
- Appendix B Surat Keputusan Dekan Tentang Judul dan Pembimbing Skripsi
- Appendix C Surat Izin Penelitian
- Appendix D Question of Interview
- Appendix E Question of Questionnaire
- Appendix F The Video of Observation
- Appendix G The Photo of Interview Was Going
- Appendix H The Result of Questionnaire
- Appendix I The Photos of the Questionnaire were taken.

**Merdeka Belajar Program to Teach English Procedure Text : A Case Study at  
SMP Negeri 30 Palembang**

---

**ABSTRACT**

*Merdeka Belajar*, a new policy program of the Ministry of Education and Culture of the Republic of Indonesia which was launched by the Minister of Education and Culture of the Indonesia, requires schools to implement and to design innovative learning so the students can achieve learning outcomes including aspects of attitude, knowledge, and skills optimally and is a form of learning autonomous and flexible learning culture so as to create a learning culture that is innovative, non-restrictive, and based on student needs. This study aimed to find out (1) how the teacher virtually implemented the *Merdeka Belajar* Program in teaching Procedure Text, (2) the teacher's perception on implementing the *Merdeka Belajar* Program in teaching Procedure Text, and (3) the students' perception on learning Procedure Text through *Merdeka Belajar* Program. The population of this study was English teachers and 210 students of ninth-grade at SMP Negeri 30 Palembang. There were 30 students and one female teacher taken from 9.1 class who became the sample of the study. To collect the data, observation, interview, and questionnaire were employed. The findings showed that the one of the *Merdeka Belajar* programs, named the activator teacher has been done by the teacher to help improving students' achievement and self-competence by teaching creatively, independently, and innovatively by utilizing technological media and implementing several goals of *Merdeka Belajar* Program (creativity, independence, critical thinking, and collaboration). Yet, they chose to have a learning at school, it is profitable for them as the online class program seemed not really optimal to be used.

**Keyword** : Merdeka Belajar, Procedure Text, activator teacher, Online, 4C skill

Approved by,

Advisor 1,



Dr. Rita Inderawati, M.Pd.  
NIP. 196704261991032002

Advisor 2,



Dra. Zuraida, M.Pd.  
NIP. 196205051988032004

Certified by,

Coordinator of English Education  
Study Program,



Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Education system in Indonesia has undergone many changes from time to time. It developed from the people's struggle for our independence and also the awakening of the nation. The development of Indonesian education systems are influenced by local and global education systems. They have been influenced by religious or traditional principles, the interests of the government, and the spirit of sovereignty as a nation (Tilaar, 1995; Djojonegoro, 1996; Mestoko *et al.* , 1985). Long time ago before the independence, the education was delivered through apprenticeship within family and community settings. In the Dutch colonial era (1600s–1942), education was aimed only at a particular group of people via school classification based on descent and social status.

The “New Order” era from 1966 to 1998 has led further development of educational systems. The so-called six-year basic education (1984) and nine-year basic education (1994) were introduced. Since the 1990 the government has constantly improved access, quality and role of education in promoting economic development. Then, the monetary crisis at the end of 1990s triggered public awareness about reforming the centralistic regime as part of demands for a democratic and just society. In this “Reform Order”, there were two new regulations relevant to the future of the national education system: regional autonomy, and a minimum of 20% of state budgets earmarked for education. Since 2001, central government has decentralized management of education to district level by promoting school autonomy intended to enhance the distribution of quality education. This idea is based on a World Bank report (1998) that identifies factors obstructing education reform. In addition, other international actors, such as Japan International Cooperation Agency (JICA), USAID, AUSAID, and the Kingdom of

the Netherlands, expressed their support for reforming schools and teachers. In the meantime, the challenge of Education for All (EFA) and Millennium Development Goals (MDGs) targets gave a boost to universal education. On the other hand, the result of international student assessments, such as Programme for International Student Assessment (PISA) and International Mathematics and Science Study (TIMSS), have reflected the poor performance of the education system. Therefore, the Law of National Education System (No. 20/2003) provided the platform for national standardization of the education system and covers school management, the curriculum, education financial support, and teacher professionalism.

In 2019 the Indonesian government introduced the *Merdeka Belajar*. *Merdeka Belajar* is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia which was launched by the Minister of Education and Culture of the Indonesia, Nadiem Anwar Makarim. The essence of freedom of thought, according to Makarim, must be preceded by teachers before they teach it to students. Makarim said that teachers must internalize the pedagogical competence and curriculum to gain maximum learning outcomes.

In 2020, the world is shocked by the disease named Corona Virus, to minimize the spread of Corona, the Ministry of Education and Culture (*Kemendikbud*) finally announced to carry out the learning from home policy (Chabibie, 2020). The Minister, Nadiem Anwar Makarim during a speech at the 2019 National Teacher's Day (HGN) event sparked the program of "*Merdeka Belajar*". This program is a response to the needs of the education system in the era of the industrial revolution 4.0. Nadiem Makarim said that *Merdeka Belajar* is a freedom of thought (Tempo.co, 2019). One of the schools in Indonesia is SMP Negeri 30 Palembang, uses *Merdeka Belajar* Program. Technology can be used as a tool to implement *Merdeka Belajar*. Therefore, teachers must be able to make the learning system in balance with increasingly developing technology. Teachers must be able to innovate learning from the classical to modernization. Combining learning methods with technology, to help students understand that education and

technology must be compatible and able to create learning activities in any situation.

In the coming years, *Merdeka Belajar* Program will change the teaching and learning systems from traditionally conducted or focused in the classroom to outside the classroom. Students should not go to schools where they are registered. They can receive lessons at other places with freedom to choose related learning materials from public libraries, internet, group discussion or other learning platform such as technology, video conferences, and other audio or video devices. The learning atmospheres will be more fun and comfortable because students can be involved in discussions with teachers, have outing classes, and have interactive learning not only with teachers but also with other students. Students sometimes feel tense when they learn at classroom. However, when they learn by themselves or with friends they feel more relaxed. So learning without teachers' presence near them can boost learning. In addition, this will also develop students' good characters such as bravery, politeness, independence, learning autonomy, and competitiveness.

The pandemic of Corona virus has made the teaching and learning done remotely. The remote teaching and learning is done using ICT ( Information and Communication Technology ). ICT has long been involved in education. The field of education has certainly been affected by the fast development of ICT which have surely affected teaching and also learning (Yusuf, 2005). There have been many researches which have proven the benefits of technology to the quality of education (Al-Ansari, 2006). Researchers have also found that ICT have the capability to innovate, boost, make rich, and deepen skills. ICT can also motivate, engage students, and strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005). Moreover, Jhurree (2005) states that much has been said and reported about the impact of technology, especially computers in education. Hepp, Hinostroza, Laval and Rehbein (2004) claim in their paper "Technology in Schools: Education, ICT and the Knowledge



Society” that ICTs have been utilized in education ever since their inception, but they have not always been massively present.

The advancement of ICT has allowed the world to move forward fast in the 21st century (Suhardi, 2010, Lahovik and Breznik, 2013). The implementation of ICT at schools is thought to be the most critical role in creating a competitive society which are ready to face competition and support economic development (Kozma, 2011). Studies also have found evidence of the use of implementing ICT in education, particularly in teaching which help preparing students with 21st-century skills and lifelong learning abilities (Law, Lee, and Caw, 2002, Zhiporah, 2014). Bindu (2016) states that ICT is an important tool for improving the quality of education. ICT is proven to make learning more active and interactive, and opens up broader opportunities for students to enrich their knowledge through the internet, computers, audio video, and other media to support learning (Floris, 2014; Albugami and Ahmed, 2015). Others studies conducted by Ziphorah (2014) and Webb and Cox (2004) also show that the use of ICT helps students to learn constructivism, is collaborative and assists pupils to build their knowledge and shapes their ability to think with clarity.

As being previously stated, the technology is implemented in education not only in education but also in every aspect of life in this modern era. Education must follow the civilization of using technology. It is not something unusual anymore that technology has become a new revolution in education. Edmunds, (2007, p.417) states, “Proponents of computer-based technologies in the classroom have long argued that the use of technology can have a transformative power on teaching and learning”. Besides, the education also must use technology in teaching and learning process because of Pandemic of Corona virus. Schools from around the world, including in Indonesia, are considered to use technology to be the most appropriate alternative way to keep the educational system functional in many parts of the world during this period. Despite the challenges in implementation, several advantages are acknowledged within the need to shift to remote or online, among which stands

out the possibility for rapid progress within the sector of digital education, which, in other circumstances, would take years (Lurvnik, 2020). The shift to the remote learning format has also been assessed as an honest opportunity for teachers and students to become stronger, more creative, and innovative (Yokozeiki 2020).

In this Pandemic era, the education must take advantage of technology. The learning process at SMP Negeri 30 Palembang is carried out online. Therefore, the use of technology is really required, especially for learning and teaching English. Several media or teaching application can be used, such as Internet, Zoom, Google Classroom, Google Meeting, and many more.

Applying the *Merdeka Belajar* Program will trigger students' creativity since it allows them to learn independently and to explore the learning resources beyond the boundaries. This will certainly develop the students' communication, collaboration, creativity, and critical thinking (4C skills) which are necessarily needed to face the 21<sup>st</sup> century's challenges. The 4C skills include communication, collaboration, creativity, and critical thinking.

Considering the facts that *Merdeka Belajar* Program is an emerging educational system in Indonesia which have been very little studied and researched and its relations to helping develop the 4C skills and also facts that ICT is increasingly used to help teaching and learning both by teachers and students in this pandemic era, so this study focuses on elaborating how an English teacher at SMPN 30 Palembang teaches Procedure Text applying *Merdeka Belajar* Program.

## **1.2 The Problems of the Study**

The problems of the study are formulated as follows:

1. How did the teacher implement the *Merdeka Belajar* Program in teaching Procedure Text?
2. What was the teacher's perception on implementing the *Merdeka Belajar* Program in teaching Procedure Text?
3. What was the student's perception on learning Procedure Text through *Merdeka Belajar* Program?

## **1.3 The Objectives of the Study**

1. To find out how the teacher implemented the *Merdeka Belajar* Program in teaching Procedure Text.
2. To find out the teacher's perception on implementing the *Merdeka Belajar* Program in teaching Procedure Text.
3. To find out the students' perception on learning Procedure Text through *Merdeka Belajar* Program.

## **1.4 The Significance of the Study**

1. For writer  
From this research, the writer will gain more knowledge about *Merdeka Belajar* Program especially in relation to teaching Procedure Text.
- 2 For Schools  
This study will provide schools and teachers with the new research results on the implementation of *Merdeka Belajar* Program.
- 3 For others  
The results of this study can be used as useful information or thought contributions for readers who will conduct research in the same material.

## REFERENCES

- Albugami, A., Albugami, S., & Ahmed, V. (2015). *Towards successful implementation of ICT in Saudi schools (literature review)*. <https://usir.salford.ac.uk/id/eprint/37662/1/> Towards Successful Implementation of ICT in Saudi Schools.pdf
- Artsiyanti, D. (2002). *Bagaimana Meningkatkan Mutu Hasil Pelajaran Bahasa Inggris di Sekolah*, <http://re-searchengines.com/artsiyanti.html>
- Anderson, A. & Anderson, K. (1997). *Text Types in English 2*. South Yarra: MacMillan Education Australia PTY CTD.
- Babae, M. (2012). E-portfolio in social media for facilitating language learning. *The Internet Journal of Language, Culture, and Society*, 16(1), 29-35.
- Badan Standar Nasional Pendidikan (BSNP). (2006). *Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. Jakarta: Depdikbud.
- Benson, P. (2013). Learner autonomy. *TESOL Quarterly*, 47(4), 839–843. <https://doi.org/10.1002/tesq.134>
- Benson, P. & Huang, J. (2008). Autonomy in the transition from foreign language learning to foreign language teaching. *D.E.L.T.A.*, 24(1), 421- 439. doi: 10.1590/S0102-44502008000300003
- Branchard, K & Root, C. (2003). *Ready to Write*. New York: Pearson education Ltd, Inc.
- Brown, H. Douglas. (2000). *Principles of Language Learning and Teaching*. San Frasisco: Addison Wesley Longman, Inc.
- Malang, U. N., & Malang, U. N. (2006). Patterns of SAC Utilization and The Sine Qua Non of The Self-propelled Development Of Students' English

Proficiency. *TEFLIN Journal*, 19(1), 27–41.  
<https://doi.org/10.15639/teflinjournal.v19i1/27-41>

- Brown, H. Douglas. (2001). *Teaching by Principle: Interactive Approach to Language Pedagogy*. 2nd ed. New York: A Pearson Education Company.
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- C.N, Bindu. (2016). The impact of ICT on learning and teaching, a literature review. *International Journal of Management and Commerce Innovations*, 4(1), 24–31.
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language Culture and Society*, 35, 52–67.
- Depdiknas. (2006). *Standard Kompetensi Mata Pelajaran Bahasa Inggris SMP dan Mts*. Jakarta: Depdiknas.
- Dorn, L. J. and Soffos, C. (2001). *Scaffolding Young Writers*. Maine: Stenhouse Publisher.
- Dickinson, L. (1987). *Self instruction in language learning*. Cambridge: Cambridge University Press.
- Ding, A. (2001). Promoting learner autonomy through video film activities. *INSA de lyon*, 1(16), (Online), (<http://www.insalyon.fr/Departements/CDRL/promoting.htm>), accessed on January 11, 2013.
- Feez, S. and Joyce, H. (1998). *Text-based Syllabus design*. Sydney: Macquarie University/AMES
- Floris, F. D., & Editor, A. (2014). *Using Information and Communication Technology (Ict) To Enhance Language Teaching & Learning: an Interview*

With Dr. a. Gumawang Jati. *TEFLIN Journal*, 25(2), 139–146.  
<https://doi.org/10.15639/teflinjournal.v25i2/139-164>

Francis, A. & Flanigan, A. (2012). Self-Directed Learning and Higher Education Practices: Implications for Student Performance and Engagement. *International Journal of the Scholarship of Teaching and Learning*, 7(3): 1-18

Furaidah, F. & Ruslan, S. (2008). Patterns of SAC utilization and the sine qua non of the selfpropelled development of students English proficiency. *TEFLIN Journal*, 19(1), 27-41. doi: 10.15639/teflinjournal.v19i1/27-41

Gerlach Vernon, S and D. P. Ely. (1980). *Teaching and Media: Systematic Approach*. New Jersey: Prentice Hall.

Khotimah, K., Widiati, U., Mustofa, M., & Faruq Ubaidillah, M. (2019). Autonomous English learning: Teachers' and students' perceptions. *Indonesian Journal of Applied Linguistics*, 9(2), 371–381.  
<https://doi.org/10.17509/ijal.v9i2.20234>

Kupetz, R., & Ziegenmeyer, B. (2006). Flexible Learning Activities Fostering Autonomy in Teaching Training. *ReCALL : The Journal of EUROCALL*, 18(1), 63-82. Retrieved from <http://search.proquest.com/docview/223239119?accountid=25704> ELTIN Journal, Vol 5/II, October 2017

Lahovnik, M., & Breznik, L. (2013). Innovation management and technological capabilities as a source of competitive advantage. *Knowledge Management & Innovation International Conference 2013* 771–779.

Langan, J. (2005). *College Writing Skills with Reading*. (6th Ed). New York: The McGraw-Hill Companies Inc.

- Law, N., Lee, Y., & Chow, A. (2002). Practice characteristics that lead to 21st century learning outcomes. *Journal of Computer Assisted Learning*, 18(4), 415–426. <https://doi.org/10.1046/j.0266-4909.2002.00253.doc.x>
- Macaskill, A., & Taylor, E. (2010). The development of a brief measure of learner autonomy in university students. *Studies in Higher Education*, 35(3), 351–359. <https://doi.org/10.1080/03075070903502703>
- Malang, U. N., & Malang, U. N. (2006). Patterns of SAC Utilization and The Sine Qua Non of The Self-propelled Development Of Students' English Proficiency. *TEFLIN Journal*, 19(1), 27–41. <https://doi.org/10.15639/teflinjournal.v19i1/27-41>
- McDonough, S. K. (2001). Promoting Self-Regulation in Foreign Language Learners.
- Miles, M.B., and Huberman, A.M. (1994). An Expanded Sourcebook: *Qualitative Data Analysis* (2nd ed.). London: Sage Publications, Ltd.
- Myartawan, I. P. (2012). The relationship between learner autonomy and English proficiency (Unpublished master's thesis). State University of Malang.
- National Middle School Association. (2003). This We Believe: Successful Schools for Young Adolescents. Ohio: NMSA.
- Naizhao, G. (2006). An empirical investigation of cultivating students autonomous learning capacity in college English teaching. *CELEA Journal (Bimonthly)*, 29(3), 45-55.
- Nunan, D. (2005). Practical English Language Teaching: Young Learners. New York: McGraw Hill Companies.
- Oshima, A & Hogue, A. (1999). Writing Academic English (3rd Ed). New York: Addison Wesley Longman.

- Pacific Policy Research Center. (2010). 21st Century skills for students and teachers. Honolulu: Kamehameha Schools, Research & Evaluation *Indonesian Journal of Applied Linguistics*, 9(2), September 2019 Copyright © 2018, IJAL, e-ISSN: 2502-6747, p-ISSN: 2301-9468 381 Division. Retrieved from [http://www.ksbe.edu/\\_assets/spi/pdfs/21\\_century\\_skills\\_full.pdf](http://www.ksbe.edu/_assets/spi/pdfs/21_century_skills_full.pdf) on 14 August, 2019.
- Pennington, M. M. (2009). Characteristics of high school learners. Retrieved from <https://blog.penningtonpublishing.com/reading/characteristics-of-high-school-learners/>
- Priyana, J. Irjayanti, A R., Renitasari, V. (2008). Scaffolding English for Junior High School Students Grade VIII. Jakarta : *Pusat Perbukuan, Departemen Pendidikan Nasional*.
- Ratnasari, Elok. (2010). Using Picture Series to Improve the Ability of the 8th Graders of MTs. Surya Buana Malang in Writing Narrative Texts. Unpublished S1 Thesis. Malang: English Department, Faculty of Letters, State University of Malang.
- Richards, J. C, and Renadya W. A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richard. Jack C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Sa'diyah, Halimatuh. (2008). Improving Students' Ability in Writing Descriptive Texts through A Picture Series-Aided Learning Strategy. *The English Teacher Journal*. XL: 164-182
- Sariçoban, A. (2012). Metacognitive Strategies and Learner Autonomy in EFL Reading. *Modern Journal of Language Teaching Methods*, 2(2), 45-68.



Retrieved from  
<http://search.proquest.com/docview/1145544978?accountid=257044>

Scharle, A. & Szabo, A. (2000). *Learner autonomy: a guide to develop learner responsibility*. Cambridge: Cambridge University Press.

Spratt, M, Pulvernes, A and Williams, M. (2005). *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press.

Suhardi, I. (2010). *Dalam Rangka Mendukung Kemandirian*. 2(April), 1–10.

Tassinari, M. G. (2012). Evaluating Learner Autonomy: A Dynamic Model with Descriptors. *Studies in Self-Access Learning Journal*, March 2012, 24–40.  
<https://doi.org/10.37237/030103>

Tsai, Y. R. (2019). Promotion of learner autonomy within the framework of a flipped EFL instructional model: Perception and perspectives. *Computer Assisted Language Learning*, 1(1), 1-32. doi; 10.1080/09588221.2019.1650779

UNESCO. (2011). *Transforming Education: The Power of ICT Policies United Nations Cultural Organization*. 236.  
<http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Dakar/pdf/Transforming Education the Power of ICT Policies.pdf>

Wang, H. (2011). Promoting University English Majors' Learner Autonomy in the Chinese Context. *Journal of Language Teaching and Research*, 2(2), 408–412. <https://doi.org/10.4304/jltr.2.2.408-412>

Wang, J. (2010). How to Develop College Students' Autonomous English Learning Skills-Take Reading Course in Joint-Program in HCFT as an Example. *English Language Teaching*, 3(3), 221-228. Retrieved from <http://search.proquest.com/docview/839071133?accountid=25704>

- Wardiman, A. B. Jahur, M. Sukirman Djusma, M. (2008). *English in Focus for Grade VII Junior High School Students*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.
- Webb, M., & Cox, M. (2004). A review of pedagogy related to information and communications technology. *Technology, Pedagogy and Education*, 13(3), 235–286. <https://doi.org/10.1080/14759390400200183>
- Weigle, Sara Cushing. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Wright, Andrew. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.
- Yıldırım, Ö. (2012). A Study on a Group of Indian English as a Second Language Learners' Perceptions of Autonomous Learning. *Tojet - The Turkish Online Journal of Educational Technology*, 3(2), 18–29. <https://doi.org/10.17569/tojqi.44421>
- Younesi, M. (2012). The effect of autonomous call based task on speaking skill. *The Iranian EFL Journal*, 8(2), 201-221.
- Yunus, Noor Azline. (1981). *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.
- Zhu, M., Liu, Q., Fu, Y., Yang, T., Zhang, X., & Shi, J. (2018). The relationship between teacher selfconcept, teacher efficacy and burnout. *Teachers and Teaching*, 24(7), 788–801. doi: 10.1080/13540602.2018.1483913
- Ziphorah, R. M. (2014). Information and Communication Technology Integration: Where to Start, Infrastructure or Capacity Building? *Procedia - Social and Behavioral Sciences*, 116, 3649–3658. <https://doi.org/10.1016/j.sbspro.2014.01.818>

Zoghi, M., & Dehghan, H. N. (2012). Reflections on What of Learner Autonomy. *International Journal of English Linguistics*, 2(3), 22-26. Retrieved from <http://search.proquest.com/docview/1045448342?accountid=25704>