Learner Autonomy and Culture in Bali: Perspectives from Secondary School Indonesian EFL Context

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INTRODUCTION

LEARNER AUTONOMY

TRADITIONAL METHODS OF LEARNING

INTRODUCTION

- *HOW TO FOSTER THE LEARNER AUTONOMY*
- THE CULTURE OF BALINESE EFL LEARNERS

Learner Autonomy and Culture at Secondary Schools in EFL Context

Theoretically

- **LEARNER AUTONOMY**
- **ASEAN STUDENTS' CHARACTERISTICS**
- **CURRICULUM 2013**

Previous Study

Asmari (2013)

Fumin and Li (2012)

RESEARCH QUESTIONS

- **How do secondary school students in Bali perceive learner autonomy in EFL context?**
- **How does culture in Bali affect learner autonomy in the secondary school students?**

RESEARCH METHODS

Qualitative Study

Guided interview

Observation check list

RESULTS

1. *Learner Autonomy – Current Situation*
2. *Including Learner Autonomy Implicitly in the Education Curriculum*
3. *Learner Autonomy and Culture of Students in Bali*

DISCUSSION

1. *Learner Autonomy – Current Situation*

DISCUSSION

2. Including Learner Autonomy Implicitly in the Education Curriculum

DISCUSSION

3. Learner Autonomy and Culture of Students in Bali

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CONCLUSION

- The implementation of learner autonomy at the secondary scool level cannot be fostered easily.
- Balinese society's perspective about EFL Learners influence the implementation of learner autonomy in curriculum 2013.
- The students do not have a confidence in EFL learning. They are not confident and very reticence in learning English independently.
- The students cannot build their own awareness in learning the target language and their responsibility of their learning.
- The collectivist, reticence and passivity as the characteristic of Balinese students should be changes in order to build the learner autonomy.

ThankYou

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