Learner autonomy and English proficiency of Indonesian undergraduate students

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Abstract

This research aims at investigating the relationship between learner autonomy including technical, psychological, political, and sociocultural and language proficiency of Indonesian university EFL learners. Forty second-year undergraduate students majoring in English in a public university in Indonesia participated in this research. The data were collected through a learner autonomy questionnaire and English language skills scores. The outcome of the research showed that the variables in this research model had a very good relationship. In addition, the results of hypothesis testing indicated that the technical, psychological, and political variables had a positive and significant effect on English proficiency, while the sociocultural variable did not show either a positive or a significant influence on English proficiency. The finding suggested that both teachers and students should be aware of the important roles of learner autonomy to improve English proficiency. In addition, it mandatory to equip students with learner training to become learners that were more autonomous.

Keywords: Autonomous learner, English proficiency, learner autonomy, learner training, undergraduate students, SEM-PLS.

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1. Introduction

The process of globalization has made English a global language. In this globalization era, English is an essential factor for getting success in academics, career, communication, or business, and academic degrees attainment from overseas universities (Diem & Abdullah, 2020; Jenkins, 2006; McKay, 2012). English is also primarily used for international publications (Graddol, 2000; Kirkpatrick, 2009; Phillipson, 2003), job requirements and economic welfare (Coleman, 2011), and information sharing on the internet (Crystal, 2003). Nowadays, these factors make learning English necessary for everyone in order to be able to compete in the global workforce.

The improvement of language skills is a major concern of language teachers and learners, particularly in Indonesia. English Language Proficiency is a prerequisite for entering college, obtaining a bachelor's degree, and applying for jobs (Baker, 2003; Hadi, 2019; Yahya, 2012). However, most Indonesian students still face difficulties in communicating, both in oral and written forms (Renandya, 2018) even though they have spent more than ten years studying English from elementary school to college. In fact, it can be assumed that the students' English proficiency is still low. The students have not reached a satisfactory level of English proficiency upon university entrance (Kirkpatrick, 2007; Lamb, 2002; Lengkanawati, 2017; Supriatna et al., 2020). Besides, their final test results in universities show various levels of proficiency, and even many do not meet proficiency standards (Renandya et al., 2018).

The results of English Proficiency Index (EPI) in 2019 showed that Indonesia ranked 15th out of 23 countries in Asia. With an average score of 50.06, Indonesia falls under the low proficiency category (https://www.ef.com/wwen/epi/). These results represent serious problems for Indonesian students. It confirms that students' weak competence in English becomes a big barrier when they compete in the global world. Therefore, it is necessary to pay more attention to the factors contributing on the improvement of English language skills of Indonesian students. One of the appropriate solutions to improve the quality of Indonesian students is to implement learner autonomy (Lengkanawati, 2016; Suharmanto, 2003).

Learner autonomy is a means and an educational goal (Morgan, 1996; Nguyen, 2008, 2009; Norman, 1994; Winch, 2002). If learners take their initiative in learning, make an effort to learn, and know the way to organize their own learning, they can achieve good results in learning. Meanwhile, according to Borg & Al-Busaidi (2012), learner autonomy can enhance the quality of language learning, promote democratic societies, prepare individuals for lifelong learning, and enable students to make the best use of learning opportunities inside and outside the classroom. Thus, it can be inferred that learner autonomy is one of the variables that can be applied to determine success or failure of foreign language acquisition process.

Over the last few decades, learner autonomy in language learning has attracted the attention of many researchers and scholars in both the teaching of English as a second language (TESL) and the teaching of English as a foreign language (TEFL). Their research results explain the power of learner autonomy for language teaching and learning. Learner autonomy can make students actively participate in class activities (Dam, 1995; Jiao, 2005; Rao, 2005), increase students' motivation (Jianfeng et al., 2018; Spratt et al, 2002; Zarei & Zarei, 2015), raise students' responsibilities to learn (Chan, 2002; Hsu et al., 2019), and help students to be more effective and independent (Benson, 2011; Smith, 2008). Several researchers have also explored the relationship between learner autonomy and language proficiency (Dafei, 2007; Little, 2007; Myartawan et al., 2013; Sakai & Takagi, 2009). Besides, learner autonomy promotes lifelong learning for students (Borg & Al-Busaidi, 2012; Egel, 2009; Jiao, 2005). Hence, it can be concluded that learner autonomy gives positive results in language teaching and learning.

There are several reasons why research on learner autonomy is still currently needed. First, although investigations of learner autonomy have been carried out in cross-cultural aspects, there is still room for further research in the Indonesian context. Second, there are still many teachers and

students in Indonesia believing that learner autonomy is a new concept that is merely in line with the western educational culture, thus making it difficult to encourage the learner autonomy. Third, the relationship between learner autonomy and language learning outcomes has been scarcely studied in Indonesia. Therefore, it is still necessary to carry out further research that examines the learner autonomy in the Indonesian learning environment.

2. Conceptual Framework

2.1. Learner Autonomy and Language Proficiency

Learner autonomy, particularly in TEFL, was firstly proposed by Holec (1981). He states that learner autonomy is "the ability to take charge of one's own learning". This statement indicates that students have strength or ability to do something with their own responsibilities to make all decisions related to all aspects of learning. Benson (2001) also adds that learner autonomy is multi-dimensional construct consisting of three levels of control over learning: control over learning management, control over cognitive processes, and control over learning content.

In addition, Benson (2001) explains that learner autonomy comprises four main dimensions: technical, psychological, political-philosophical, and sociocultural dimensions. These four dimensions are derived from three versions of autonomy; technical, psychological and political (Benson, 1997). Therefore, this theory is developed by taking into account four dimensions, which are technical, psychological, sociocultural, and political-critical perspectives (Oxford, 2003). To be precise, technical dimension includes behavioral and situational sub-dimensions, while psychological dimension consists of metacognitive, affective, and motivational sub-dimensions. Next, political-philosophical dimension involves both individual freedom and group freedom. Meanwhile, sociocultural dimension constitutes social interaction and cultural sub-dimensions.

Learner autonomy is considered an important factor affecting the level of language proficiency. Based on several findings (Dafei, 2007; Thắng, 2018; Myartawan et al., 2013; Nguyen, 2008), it can be concluded that learner autonomy can upgrade and presume their English competency. That finding suggests that the learners are supposed to be aware of the importance of learner autonomy and to put it into action to make them feel obliged with their own learning in terms of progress of their language proficiency.

Dealing with the results of the research, the researchers are interested in conducting research whose main objective is to investigate the problem of learner autonomy that has not been explored in Indonesian context, namely the influence of learner autonomy on English language proficiency. Currently, there has been very little research on this topic in Indonesia. One research found was conducted by Myartawan et al. (2013) who explored the relationship between learner autonomy and English proficiency of the first semester students in a university in Bali, Indonesia. Other studies focus more on teacher's belief and practice towards learner autonomy (Agustina, 2017; Lengkanawati, 2016; Melvina & Suherdi, 2019), teachers' and students' perception toward learner autonomy (Khotimah et al., 2019; Ramadhiyah & Lengkanawati, 2019), students' readiness for learner autonomy (Cirocki et al., 2019), and strategies to foster learner autonomy (Yuliani & Lengkanawati, 2017).

To address the research gap, the aims of this research are to investigate the relationship between learner autonomy and English language proficiency. Specifically, this research further scrutinizes the contribution of the four dimensions of learner autonomy to the English proficiency of undergraduate students in Indonesia. Figure 1 illustrates our hypothetical model. The Structural Equation Model - Partial Least Square (SEM-PLS) was chosen to research the causal-predictive relationship.
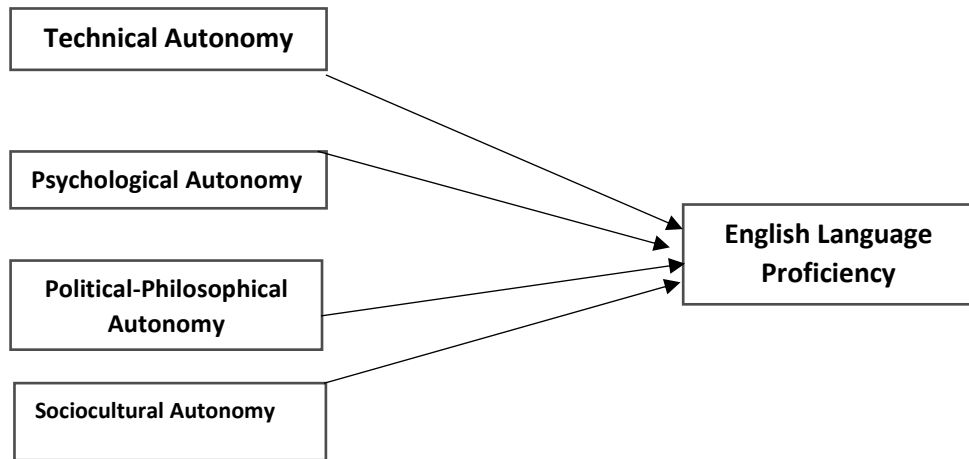
Figure 1. The conceptual framework of the research

3. Method

3.1. Participants

Individuals consisting of sophomores were sampled from the English Study Program of the Faculty of Language Education and Literature of a university in Bandung, Indonesia. The sophomores were involved as participants since they were required to have a higher level of autonomy in the learning process compared to freshmen. Forty students participated in this research were selected through conventional sampling. Consisting 28 female students and 12 male students. They ranged in age from 19-20 years and had an average English learning experience of over 11 years. The number of participants in this research had met the sample size requirement of PLS-SEM. According to Chin (2000) and Ghozali (2014), the minimum sample size used in PLS-SEM is 30-100.

3.2. Instruments

Learner autonomy questionnaire tailored from Murase's (2015) Measuring Instruments of Language Learner Autonomy (MILLA) was adapted as a research instrument.

This questionnaire comprised four aspects of learner autonomy (technical, psychological, political, and sociocultural (see Table 1)). After supervising a professor who was an expert in learner autonomy, we deleted some items that were not closely related to the Indonesian context. Eighty-seven questionnaire items developed by using a four-point Likert scale were translated into Indonesian language. Hence, the participants found no difficulties in understanding all items. The Likert scale used in the research is a frequency scale including never, rarely, often, and always, showing how often students did the activity written in the statements. Meanwhile, the scale of agreement includes strongly disagree, disagree, agree, and strongly disagree shows the extent to which the students agree to the statements based on their beliefs.

Table 1. The Items of Questionnaire

The Dimension of Learner Autonomy	The Items of Questionnaire
Technical	1-23
Psychological	24-51
Political-Philosophical	52-69
Sociocultural	70-87

Adapted from Murase (2015)

Meanwhile, students' English proficiency was obtained from the scores written in the documents of English language skills' courses consisting of listening, speaking, reading, and writing in professional context.

3.3. Procedure

The questionnaire distributed to students had been validated first by the research supervisor. The students were given a certain time to fill out the questionnaires and return it in one week. They were asked to read and sign the consent letter to become participants first before filling out the questionnaire. After one week, they submitted the filled questionnaires to the researcher to be further analyzed.

3.4. Data Analysis

This research model consisted of several independent and dependent variables, so the test was carried out using Structural Equation Modeling Analysis - Partial Least Square (SEM-PLS) 3.0 version 3.2.7. Structural Equation Modeling (SEM) is a second-generation analysis method for multivariate that works to test linear and additive causal models supported theoretically (Chin, 1998; Haenlein & Kaplan, 2004; Wong, 2013). PLS is a variance-based Structural Equation Modeling model. PLS is an alternative approach that shifts from a covariance-based to a variance-based SEM approach. Covariance-based SEM generally tests causality/theory, while PLS is more of a predictive model. PLS is a powerful analysis method because not based on many assumptions (Chin, 2000). Furthermore, PLS works to confirm a theory and show whether there is a relationship or not (Chin et al., 2003). In addition, PLS-SEM offers a solution with a small sample size when the model consists of many constructs and a large number of items (Hair et al., 2019; Willaby et al., 2015).

There were two important variables in this research, namely learner autonomy functioning as exogenous variable and English language proficiency, functioning as endogenous variable. In specific, learner autonomy consists of four aspects: technical, psychological, political, and sociocultural aspects. To see the relationship between these two variables, several steps were taken by employing the measurement model (outer model), using the structural model (inner model), and testing the hypothesized models. The purpose of this stage is to answer questions about the hypotheses that had been formulated.

4. Results

4.1. Measurement Model

The outer model test or evaluation of the reflective measurement model is a test administered to determine the relationship between latent variables and observed indicators. Testing the outer model on the Structural Equation Modeling-Partial Least Square (SEM-PLS) were analyzed through several stages namely convergent validity, discriminant validity, average variance extracted (AVE), and composite reliability and Cronbach's alpha.

Convergent Validity, often called a loading factor in SEM-PLS, was employed to find out each indicator's score on each variable. The indicator can be said to be valid if the loading factor value is greater than 0.70 (Hair et al., 2019). Based on the output in Table 3, it was shown that the results of the research indicators did not have a convergent validity problem, so this test was feasible to proceed to the next stage. However, to get the best results, it was necessary to remove the ELP1 and ELP2 indicators since they had loading factor values less than 0.70.

Table 2. Loading Factors

	English language proficiency	Political-Philosophical Autonomy	Psychological Autonomy	Sociocultural Autonomy	Technical Autonomy
Tec.1					0.989
Tec.2					0.989
Psy.1			0.986		
Psy.2			0.985		
Psy.3			0.985		
Pol.1		0.989			
Pol.2		0.988			
Soc.1				0.995	
Soc.2				0.995	
ELP.1	-0.696				
ELP.2	0.279				
ELP.3	0.897				
ELP.4	0.804				

Note:

Tec= Variable indicator of technical aspect.

Psy= Variable indicator of psychological aspect.

Pol= Variable indicator of political-philosophical.

Soc= Variable indicator of socioculture

ELP= Variable indicator of English Language Proficiency

The next test in outer model is discriminant validity testing. In this testing, the Fornell-Lacker criterion was used. Based on the results of discriminant validity testing, the square root of AVE (√) for each construct was greater than other correlation values among the constructs, which was more than 0.70 (from Table 3). Accordingly, it could be concluded that discriminant validity was well-established.

Table 3 . Forner Lacker Criterion

	English language proficiency	Political-Philosophical Autonomy	Psychological Autonomy	Socio-Cultural Autonomy	Technical Autonomy
English language proficiency	0.900				
Political-Philosophical Autonomy	0.793	0.989			
Psychological Autonomy	0.851	0.979	0.986		
Sociocultural Autonomy	0.810	0.985	0.977	0.995	
Technical Autonomy	0.760	0.973	0.968	0.974	0.989

Average Variance Extracted (AVE) test was carried out to find out the validity of each variable value. The results of the test showed that the AVE of English language proficiency was 0.809, the AVE of political-philosophical autonomy was 0.978, the AVE of psychological autonomy

was 0.971, the AVE of sociocultural autonomy was 0.989, and the AVE of technical autonomy was 0.978. The results indicated that all variables in this research had good validity because the AVE value of each construct was more than 0.50. Accordingly, all constructs could be said to be good representing indicators.

Furthermore, the composite reliability and Cronbach's alpha testing were carried out to assess the reliability of the constructs that could be identified through the indicator block. The test results showed that all variables in the research had a Cronbach's alpha value and composite reliability of more than 0.70. Therefore, it could be inferred that all latent variables in this research were said to be reliable and the model built had a very good level of reliability as presented in Table 4.

Table 4. Composite Reliability and Cronbach's Alpha

	Cronbach's Alpha	Composite Reliability
English language proficiency	0.765	0.895
Political-Philosophical Autonomy	0.977	0.989
Psychological Autonomy	0.985	0.990
Social Cultural Autonomy	0.989	0.995
Technical Autonomy	0.978	0.989

By considering the testing result of convergent validity, discriminant validity, Average Variance Extracted (AVE), and composite reliability, it could be concluded that the outer model in this present research had fulfilled the requirements specified in the stages of PLS research. Therefore, this research was appropriate to be continued to the next stage.

4.2. Structural Model

Structural model or inner model determines the relationships between independent and dependent latent variable. Inner model testing was conducted through four steps, namely seeing the results R-Square, F-Square, Q-Square, and Goodness of Fit (GoF). Further explanation of the test results of each test component is described below.

The R-Square test was administered to notice how much influence the independent latent variable had on the dependent latent variable. R2 result of 0.67 indicated that the model was categorized as good, 0.33 would indicate the model as moderate, and 0.19 would indicate the model as weak. The results of the research conducted through the output of SmartPLS 3.0 version 3.2.7 revealed that the value of the R-Square in this research was 0.811 for the dependent variable English language proficiency with independent variables of technical autonomy, psychological autonomy, political-philosophical autonomy, and sociocultural autonomy. Then, R-Square results pointed out that the technical autonomy, psychological autonomy, political-philosophical autonomy, and sociocultural autonomy variables were able to explain the dependent variable of English language proficiency by 81.1%, while the other 18.9% was influenced or explained by other variables that had not been included in this research model. The R-Square result of 0.811 proved that the variables in this research model had a very good relationship.

F-Square test analysis was carried out to determine the righteousness of the model. F-Square value of 0.02 indicated a weak influence, 0.15 indicated a medium influence, and 0.35 indicated a strong influence. The results of the research on the F-Square value showed that the influence of the political-philosophical autonomy and sociocultural autonomy variables on the English language proficiency variable was weak because the resulting F-Square values were 0.097 and 0.066 respectively. The influence of the technical autonomy and psychological autonomy variables on the English language proficiency variable illustrated a strong influence because it had F-Square value of 0.721 and 0.229 respectively. Thus, the technical autonomy and psychological

autonomy variables on English language proficiency were suitable to be used in this research. Meanwhile, the prediction variable of political-philosophical autonomy and social cultural autonomy on the variable of English language proficiency was less suitable to be used in this research.

The Q-Square test was conducted at the inner model test stage to find out how good observation value was produced by the model. Q-Square values that were greater than zero had a good predictive value and vice versa. The result of the Q-Square in this research was 0.96. It indicated that the Q-Square value was greater than zero. Thus, the research model in this research had an excellent predictive value.

The next test was the test of Goodness of Fit (GoF). In SEM-PLS, the test of GoF is run manually because it was not included in the SmartPLS output. There were three categories for the GoF value, which were small (0.1), medium (0.25), and large (0.38). There were two values needed in this analysis, which were the average value of the AVE and R2. From the previous SmartPLS output, the average of AVE and R2 were 0.945 and 0.799. Based on the calculation, the Goodness of Fit was 0.933. The result was greater than 0.38. It means that the model built had a good GoF.

$$GoF = \sqrt{AVE \ x \ R^2}$$

$$GoF = \sqrt{0.945 \ x \ 0.799}$$

$$= 0.933$$

After testing each component of the inner model, the model formed was robust (Hair et al., 2020; Hwang, Sarstedt, Cheah, & Ringle, 2020; Shmueli et al., 2019). Figure 2 depicts the outputs of the outer model and the inner model that were tested and confirmed robust.

4.3. Hypothesis Test Results

Hypothesis testing was conducted by observing the t-statistic value and the probability value. A significance level of 5% was used to test the hypothesis so that the t-statistic value used was 1.96. The hypothesis was accepted if the t-statistics>1.96 and vice versa. Furthermore, the hypothesis is accepted or rejected based on the statement of "if P-values < 0.05, Ha is accepted".

Based on the bootstrapping test in the SmartPLS software in Figure 2, the t-statistic values of the political-philosophical autonomy and social-cultural autonomy variables to the English language proficiency variable were below 1.96. On the other hand, the t-statistic values of technical autonomy and psychological autonomy variables to the English language proficiency variable were above 1.96. Hypothesis testing in this research employed a one-tailed test to find out whether it had a positive or negative effect. Table 5 presents the bootstrapping report in the Path Coefficient.

Table 5. Path Coefficient

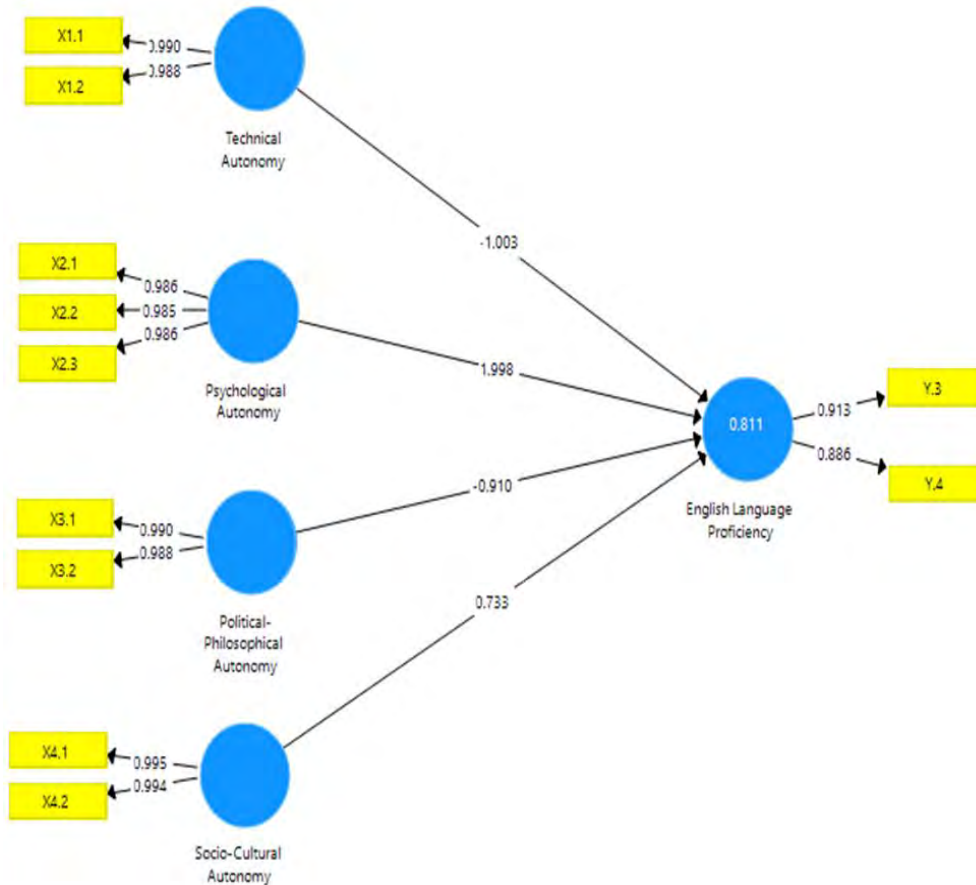|	T Statistics	P Values
Political-Philosophical Autonomy -> English Language Proficiency	2.168	0.031
Psychological Autonomy -> English Language Proficiency	4.512	0.000
Social Cultural Autonomy -> English Language Proficiency	1.066	0.287
Technical Autonomy -> English Language	3.222	0.001

Proficiency

Figure 2. PLS-SEM Model Output

Based on the output path coefficients in Table 5, the technical autonomy variable had a positive and significant influence on English language proficiency. This was evidenced by the t-statistic value of 3.222, which was greater than 1.96, and the significance was at alpha 5% (0.001<0.05). Thus, the hypothesis accepted Ha. In other words, technical autonomy had a significant and positive influence on English language proficiency.

Similar to the technical autonomy variable, the variable of psychology autonomy had a positive and significant influence on English language proficiency. This was evidenced by the t-statistic value of 4.512, which was greater than 1.96, and the significance was at alpha 5% (0.000<0.05). Thus, the hypothesis accepted Ha. In other words, psychological autonomy had a significant and positive influence on English language proficiency.

In addition, the political-philosophy autonomy variable also had a positive and significant influence on English language proficiency. This was evidenced by the t-statistic value of 2.168, which was greater than 1.96, and the significance was at alpha 5% (0.031<0.05). Thus, the hypothesis accepted Ha. In other words, political-philosophical autonomy had a significant and positive influence on English language proficiency.

In contrast, the sociocultural variable had a negative and insignificant influence on English language proficiency. This was evidenced by the t-statistic value of 1.066, which was lower than 1.96, and the significance was at alpha 5% (0.287>0.05). Thus, the hypothesis accepted H0. In other words, sociocultural autonomy had no a significant and positive influence on English language proficiency.

5. Discussion

This research aims at exploring the relationship between learner autonomy consisting of four aspects and English language proficiency of Indonesian undergraduate students. The results showed a strong positive correlation between learner autonomy and language proficiency. This result is in line with the findings of Dafei (2007), Kim (2014), Myartawan et al. (2013), Xia & Zhenghou (2015), and Xu (2015).

More specifically, these findings indicated that from the four aspects of autonomy, technical, psychological, and political aspects were proven to have a positive and significant effect on English proficiency of undergraduate English students. However, the sociocultural aspect did not have a significant effect on students' English proficiency.

The technical autonomy dimension referred to self-management learning behavior, where students set learning goals, made learning plans, used and evaluated learning strategies, and monitored and evaluated the learning process. In this research, the technical aspect was proven to have a correlation with language proficiency and had a positive and significant effect on English proficiency. This finding is in line with the findings of Xia & Zhenghou (2015) and Jianfeng et al. (2018). Their research showed that students who had control over learning management abilities, such as the ability to direct their own learning, evaluate their learning activities, and check their learning outcomes were autonomous learners (Benson, 2003). The students who were able to learn independently could lead to greater proficiency in language use and become successful language learners (Dörnyei, 2018).

Psychological dimension consists of metacognitive, affective, and motivational. Autonomous learners are efficient learners as they can take responsibility for their own learning which shows the presence of intrinsic motivation, awareness of learning, and metacognitive skills (Benson, 2003). Benson (2007) and Spratt et al. (2002) believe that for autonomous learning, motivation played an important role in learners and took priority over autonomy. Furthermore, two aspects of learner autonomy such as students' motivation and confidence were suggested to be presented together with their ability and skills to become more autonomous (Littlewood, 1996). Based on the results of hypothesis testing, psychological aspects had an effect on English language proficiency. This finding was in line with the results of research by Jianfeng et al., (2018), Cheng (2019), Zarei & Zarei (2015), Salehi & Dalili (2017). They found that learning motivation and autonomy were positively and significantly related, and both had a positive and significant relationship with language skills. Meanwhile, Lengkanawati (2014) found that more proficient learners tended to utilize learning strategies more precisely and effectively than those who were less proficient. It proved that learning strategies were the best predictors of student academic achievement and promotes learner autonomy.

In this research, the political aspect also had a significant effect on English language proficiency. By having the power and the right to control their learning, students learned more effectively and gave better results. Political autonomy aspect included students having the freedom and right to negotiate learning objectives, lesson plans, topics, and materials for their English learning. The students were able to make decisions by their own learning. Therefore, lecturers were advised to give freedom to their students to make decisions about their own learning with their guidance. However, there were many obstacles faced by teachers in implementing learner autonomy. An example was the curriculum in Indonesia, where learning objectives, plans, materials, topics were usually determined by policyholders or lecturers. This problem was agreed by (Borg &

Al-Busaidi, 2012) that one of the challenges faced by teachers in helping students to become more independent was 'specified curriculum and material'. Since the curriculum and materials had been decided by the authorities or lecturers first, it caused students to have little or no room to explore their autonomies in this political dimension. Therefore, the role of the teacher to promote learner autonomy was pivotal. Teachers should transfer learning control to learners. As a result, undergraduate students could take responsibility for all aspects of their learning.

The sociocultural aspect did not have a significant influence on students' English proficiency. The possibility of this could be caused by students' understanding of concept learner autonomy, which was independent learning without a teacher who helped guide and there was no need to learn collaboratively with other students. In addition, there was an assumption that learner autonomy was western culture. Indonesian students assumed that learner autonomy was a new notion. This assumption made learner autonomy and Asian culture in separate poles (Chan, 2001). Students' cultural backgrounds could be an obstacle to the learning process (Palfreyman & Smith, 2003; Yasmin & Sohail, 2018), or, in contrast, could facilitate or support their independence (Nasri et al., 2015). This showed that it was important to understand the concept of learner autonomy in order to avoid misconceptions, and to remove the barriers for successful promotion of learner autonomy.

Learner autonomy had been agreed by many researchers as variables that determined the success and failure of the learning process and foreign language acquisition. In other words, learner autonomy contributed to language proficiency (Cheng, 2019; Lengkanawati, 2014; Myartawan et al., 2013; Samaie et al., 2015; Setiyadi et al., 2016). In addition, Little (2007, p.14) emphasized that "the development of learner autonomy and the growth of language proficiency was mutually supportive and fully integrated with one another". In other words, learner autonomy was seen as a tool and ultimate goal in learning. This means that students who were able to take the initiative, strived to learn, and knew how to organize and regulate their learning, got good results and were successful in learning English.

There are several important practical implications for teaching and learning English at the tertiary level. First, it is important for teachers to know the level of learner autonomy at the beginning of the academic period. It aims to help teachers plan their teaching and enable the students to be more independent in their learning (Myartawan et al., 2013). As a result, the students become effective and efficient learners (Benson, 2013). Second, teachers have to be able to foster students' independence by helping students in setting learning goals, making lesson plans, using and monitoring learning strategies, and evaluating learning outcomes to the improvement of language proficiency (Benson, 2001). It could be said that, students still need more training on planning, monitoring, and evaluation metacognitive skills to develop learner autonomy and achieve higher levels of English proficiency (Cohen, 2014; Nguyen & Gu, 2013; Wenden, 2001). Furthermore, enhancing learners' awareness of autonomy through learner training is a recommended preliminary step. Training learners on some autonomy skills would be a crucial aspect of the development of learner autonomy. Next, it is important for students and teachers to recognize the importance of motivation and learning strategies in promoting learner autonomy and enhancing language skills. Finally, since learner autonomy can predict language proficiency, it is important for teachers to shift their dominant role in the classroom. By giving the students sufficient autonomy, they gradually become autonomous learners.

6. Conclusion and Recommendations

Based on these findings, it could be concluded that learner autonomy had an influence on the English proficiency of undergraduate students of Indonesian English education. Of the four learner autonomy dimensions (technical, psychological, political-philosophical, and sociocultural), the technical, psychological, and political dimensions influenced students' English proficiency. On the other hand, the sociocultural dimension did not have a significant effect on students' English

proficiency. Therefore, based on the findings, it is recommended that teachers and students be conscious of and understand the importance of learner autonomy to improve students' English proficiency. Teachers are suggested to help students become more successful in learning both inside and outside of school by implementing autonomous learning. For this reason, the students still need training to be autonomous learner and achieve a higher level of English proficiency. Accordingly, they were found to be able to compete in the job market in the era of the Industrial Revolution 4.0 after graduating from university because they already have had a set of autonomy skills in learning.

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