Indonesian EFL Students’ Autonomous Learning Implementation in Online Learning

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Abstract
Although studies on online learning have been widely discussed, most of the studies still focus on the students’ experiences adjusting to online learning. However, few studies have analyzed students’ experiences in online learning regarding autonomous learning implementation. This study aimed at identifying Indonesian EFL students’ autonomous learning implementation in online learning. A questionnaire adapted from Khotimah et al. (2019) and Hidayati and Husna (2020) was used as a single instrument to obtain data from EFL students from 22 universities around Indonesia. This study sample was selected using a random sampling technique, and the data was analyzed using a simple percentage statistics formula. The results showed how students learned English online in four areas: listening, reading, speaking, and writing. They also showed how the students felt about online learning on their own. These experiences relate to students’ experiences selecting learning materials and learning activity preferences. These preferences are divided into learning English for academic purposes and learning English for pleasure. However, regarding students’ efforts to foster their autonomous online learning, the students had implemented three categories of autonomous learning, namely the initiating process, monitoring process, and evaluating process in their learning process. Hence, the research results are expected to provide new insights for the readers about implementing online learning, which can support the students to be more autonomous learners.

Keywords:
Autonomous learning
Online learning
Students’ efforts
Indonesian EFL Students’ Autonomous Learning Implementation in Online Learning

Introduction

The 21st century has seen a rapid increase in mobile technologies. The increasing of developing technology makes every aspect of life more manageable. The technology can be used to solve distance issues and time constraints. The increase also happens in education, especially since the covid-19 pandemic, in which the teaching and learning process should be done online. As a result, the technology significantly changes how learning and teaching are conducted in schools. New digital technologies emerge that offer innovative and fun methods to teach and learn (Scott, 2018); (Naidu, 2003). Information Learning Technology (ILT), educational technology, Technology Enhanced Learning (TEL), and e-learning are some of the names of digital technology in education which can be done online.

According to Singh & Thurman (2019), online learning can be delivered through the internet in an asynchronous setting where students interact with teachers and other students whenever it is convenient for them and is not required to be physically present. Moreover, most of the terms (online learning, open learning, web-based learning, computer-mediated learning, blended learning, m-learning, for ex.) have in common the ability to use a computer connected to a network, which offers the possibility to learn from anywhere, anytime, in any rhythm, with any means (Cojocariu et al., 2014).

The implementation of online learning changed the teachers' and learners' roles. The teaching and learning process is the students' center. The students were given various directions on learning, and they participated in multiple activities that helped them understand the language. Even though the vast majority of students reported that studying English online was at least somewhat enjoyable, a significant number of them exhibited a significant ability to behave as independent learners (Hidayati & Husna, 2020). Besides, online learning provides students with many opportunities to use their autonomy and independence in learning. Being out of school and not directly supervised by teachers lets the learners be responsible for their education using digital tools. Learners can freely access the materials and sources on the Internet; the teachers are not the primary source of information in learning.

Autonomous learning has become popular since a student-centered classroom style was encouraged. Much literature showed that researchers defined this concept in many ways. Benson (2013) defined autonomous learning as the capacity of learners to direct their learning. It was related to the learners' responsibility to organize the learning objectives, specify the course materials and progression, choose the teaching strategies, keep an eye on the learning processes, and assess what they had learned at the conclusion(Holec, 1979).

The characteristics of autonomous learners were proposed by (Dang, 2012). The characteristics included initiating, monitoring, and evaluating. Understanding one's learning preferences, defining objectives, making study plans, and providing
learning chances are all components of the beginning learning process. The monitoring learning process, likely the lengthiest and where most of the learning occurs, comprises elements connected to learning engagement and maintenance, including choosing suitable methods, changing learning routes, and haggling with others. The process of assessing learning predicts characteristics regarding how to examine learning results, such as editing and grading were written work.

Many previous studies on online learning have been carried out in some countries. (Gu & Huang (2022) studied online learning and communication during the covid-19 pandemic in Hongkong. Non-local university students in EMI universities were examined about how they adjusted to the dominant online method of learning and communication based on their pandemic learning and intercultural social networking experiences. In adapting to the new normal mode of learning during the pandemic, students expanded, redeveloped, and transferred existing awareness, knowledge, competencies, practices, and their habitus and capital for learning and social networking across contexts such as the physical classroom (formal) online teaching and learning, and social media. Students used this research to recalibrate habitus and capital across online and physical learning and communication.

Another study by Johnston et al. (2021) in the USA evaluated a virtual learning advanced pharmacy practice experience (APPE). Virtual learning allows students to learn independently and develops critical thinking. Virtual learning helps graduates become better healthcare team members. Virtual APPE students were satisfied. Virtual teaching modalities may be employed in APPEs when direct patient care access is limited but should not replace direct patient care experience.

Yan et al. (2021) also studied students' online learning experience during the COVID-19 pandemic. This study was conducted in a province in China. This study examined students' learning conditions, including media and approaches, benefits and difficulties during online learning, and future learning expectations. Results demonstrated that online learning experiences vary by grade. High school students use computers and smartphones for online learning. High school students may also have favored paper-based exam materials. Early-school-year students rely heavily on teachers, whereas high-school students can adjust to online learning by establishing independent learning skills. Poor internet connection and trouble setting up online learning systems are the students' obstacles. This finding reflects that those early-school-year students are inadequate at online learning without instructor assistance. High school students appreciate peer contacts and resource recommendations.

In addition, Wu (2016) performed research in Jamaica to investigate the elements that influence the quality of students' experiences with online learning when they are enrolled in learner-centered classes. The findings supported the hypothesis that the amount of time spent studying is connected to the learning outcome and other behaviors relevant to the result. Also, positive relations between the perceived quality of content design and outcome behavior were found, indicating the effects of a sense of presence and enjoyment on the performance of creative tasks. These findings point to the fact that a sense of presence and a feeling of enjoyment impact creative tasks. The purpose of the study is to facilitate a more significant comprehension of the motivations and behaviors associated with online learning in the context of innovative content creation.
Moreover, Pasaribu and Dewi (2021) studied Indonesian EFL Students' Voices on Online Learning During COVID-19 using Appraisal Analysis in a study conducted in an Indonesian context. According to the findings, the students' experiences foster the growth of their autonomy and participation. This study also addresses several considerations for optimizing the potential of online education. During the extraordinary disruption, the result demonstrated that online learning had provided students with a profoundly personal and meaningful experience. In addition, the kids could self-evaluate the growth of their skills utilizing evaluation resources. Although some students had challenges with online learning, they overcame these obstacles by focusing on the importance of education.

Based on the previous studies above, it can be seen that most studies about online learning still focus on the students’ experiences in adjusting themselves to online learning and factors impacting students’ online learning. In contrast to this phenomenon, the studies related to EFL students’ experience in online learning related to autonomous learning implementation are still very few. Since the survey is very few, this current study is conducted to bridge the lack of study of online learning related to autonomous learning. Therefore, the recent study will cover two research questions.

1. What experiences do the students have in implementing autonomous online learning during covid-19 pandemic?

2. How do the students perceive autonomous online learning?

**Method**

To explore the Indonesian EFL students' autonomous learning implementation in online learning, the online survey was spread out with a questionnaire to attain the focus of this study. The online survey results were analyzed by classifying them based on the theme. The triangulation process was done by analyzing and comparing the results of the study with those of previous studies to acquire the validation of data. The interpretation of data and results were described to explore Indonesian EFL students’ autonomous learning implementation in online learning.

The respondents of this research were Indonesian EFL students from 22 universities around Indonesia. Those universities are located on five big islands, Sumatera, Java, Kalimantan, Sulawesi, and Papua island. This group of students was chosen as the research subject since they have experienced online learning. Another criterion is the university's level of education where autonomous learning has been implemented. Students at this level are internally and externally motivated to set immediate and long-term goals and must assume individual accountability for their learning process and aim (Pennington, 2009). Before collecting the data from the respondents, the researchers explain to the respondents that the data collected are only for research purposes. Therefore, no correct or wrong answers. All answers are acceptable.

The instrument of this research was a questionnaire. The questionnaire was adapted from Khotimah et al. (2019) and Hidayati and Husna (2020). The questionnaire consists of 21 close-ended questions and 14 open-ended questions. The research subjects can access the questionnaire via Google Forms. A step-by-step instruction was provided to enable the subjects to respond to the questionnaire. The questionnaire was distributed to 125 EFL students as the
accessible respondents. The respondents involved 97 female students and 28 male students. All respondents filled out the questionnaire online.

A four-point Likert scale that ranges from "Disagree" to "Strongly Agree" was applied. Each of these scales has a different value, namely 1 for "Strongly Disagree," 2 for "Disagree," 3 for "Agree," and 4 for "Strongly Agree." The respondents rated scales. Sum and mean scores were calculated after individuals completed the online questionnaire and data was collected. The sum was calculated by multiplying the number of respondents by the Likert scales of the questionnaire items they chose. We then calculated the mean scores for each instructor's quality.

Results and Discussion

As has been mentioned in the introduction, this study attempted to address two research objectives, namely the students’ experiences in implementing autonomous online learning and their potential autonomous ability. In this regard, the study's findings will be provided in different heads depending on the questions offered.

1. The students’ experiences in implementing autonomous online learning

This section refers to the students’ experiences in selecting learning material preferences and learning activities preferences in four skills: listening, reading, speaking, and writing. The preferences were divided into learning English for academics and learning English for pleasure. The findings are illustrated in the figures below.

**1. Material and Activities Preferences for Listening Skill**

![Bar Chart]

Figure 1. Type of listening materials preferences to improve listening skill

Figure 1 above shows that English listening material for pleasure, such as English movies and English songs, was the most preferred by the respondents, who had 90 and 82 respondents, respectively. On the other hand, the English listening material for academics, such as English programs (BCC, CNN, national geographic, and TV shows), had the lowest number, with 53 respondents.

Based on the research finding, respondents mostly preferred improving their listening skills by watching movies. The result was in line with the research finding by Yaseen and Shakir (2015), who found that film may motivate students' motivation in learning english. They are interested and engaged while using
movies in learning English. The use of movies in learning English has many benefits in promoting the students' skill more efficient.

As shown in Figure 2, most respondents appeared keen to improve their listening skills by listening to English for pleasure. The respondents are likely to listen to movies that stood at 90 respondents. It was followed by listening to English songs with 85 respondents. The proportion was doubled compared to listening for academic activities, in which only 40 respondents preferred to listen to academic podcasts. The rest activities preferences were under 40 respondents. It was shown that respondents preferred to listen to English TV programs with 39 respondents and listen to ted talks with 38 respondents. In contrast, most respondents were inclined to listen to short stories as the listening activities preference with only one respondent. The other activities preferred by respondents were listening to debate competitions, social media video/audio posts (Instagram, TikTok, youtube), and also join an online course.

Regarding listening activities, most respondents prefer watching movies to improve their learning skills. The respondents may capture the sentences in the movie and repeat the same in their minds while watching the movie. Learners can comprehend a language at a fast pace and with more precision rather than learn English by using books based on self-study. The finding is supported by Safranj (2015), who found that watching movies proved to be a faster and more efficient way to improve their listening skill and required much more vocabulary, understanding the foreign language.

2. Material and Activities Preferences for Listening Skill

![Figure 2. Learning activities preferences in improving listening skill](image)

![Figure 3. Types of material preferences in improving reading skill](image)
Figure 3 depicts the types of materials students prefer to improve their reading skills. It is clear from the data that reading English for academics is the preferable reading material for students. Most respondents tend to read English articles as the most favorable material for reading skills, with 70 respondents. It was followed by reading English novels with 62 respondents, English textbooks with 58 respondents, online news with 53 respondents, and English grammar book with 36 respondents.

Regarding reading material preferences, respondents are likely to choose English articles as the preferred reading material. On the other hand, most respondents preferred to read short stories as their favorite reading activity since it is short and has interesting story, plot, and characters. The respondents enjoyed understanding more foreign cultures from the story (Safranj, 2015).

Figure 4. Learning activities preferences in improving reading skill

The chart enumerates the respondents' preferences to choose reading for pleasure as their learning activity to improve reading skills. The most favorite reading activity by the students was reading short stories, which stood at 88 respondents. The second and third preferences for reading activities were reading novels with a total of 63 respondents and reading magazines and online news and the number of respondents' preferences in reading for academics reached 60 respondents. It seems that the respondents were less interested in reading academic books and journal articles more often, with a total of 41 and 52 respondents. The other kind of activities done by respondents for reading were reading comics, memes, quotes, and Wattpad.

According to research finding by Ceylan (2016), studying short stories has several advantages for students, including broadening their horizons, enabling them to consider causes rather than effects, exposing them to various lifestyles, allowing them to compare their own culture with that of other cultures, growing their appreciation for literature, and encouraging them to read more short stories. Thus, reading short stories is the most suitable and fun activity to improve reading skills.
3. Material and Activities Preferences for Speaking Skill

With a total of 102 responses, figure 5 reveals that in terms of English speaking for pleasure, speaking through social media via WA, Skype, OmeTV, PalTalk, Zoom, and Google Meet, was the most popular speaking resource/materials that respondents used to develop their speaking skills in online learning. In contrast, the respondents appeared to be less engaged in English speaking for academics. There were only 78 respondents who favored using English conversation materials as part of English speaking for academics to improve their speaking. These results are consistent with Sun et al. (2017), who discovered that young learners' English speaking skills improved through mobile social networking. This study examined the impact of integrating mobile social networking (SNS) into Chinese EFL first-grade lessons on the students' speaking abilities. Two groups were recruited, one as a control group that did not use social networking sites (SNS) and the other as an experimental group that did use SNS. Between the pretest and posttest, both classes' speaking skills increased, but the increases in English fluency by the experimental group were much more significant.

Moreover, the experimental group demonstrated better fluency gains than the control group. Based on those results, mobile social networking or social media are appropriate resources for improving students' speaking skills. Therefore, social media has been chosen by the majority of students as their preferred material for improving their speaking skills.

Furthermore, this concept is also supported by Çakmak (2020), who investigated the use of social network sites (SNSs) for language learning and presented an empirical study of the use of Instagram (IG), one of the most popular SNSs, to assess learners' oral communication skills in the context of a foreign language classroom. The participants' results on a verbal communication speaking exercise to be presented on IG and in class were analyzed statistically. The findings indicate that IG significantly improved students' oral communication skills. Although personality qualities do not predict IG performance, extroverted and diligent students are more likely to have successful classroom performances. Additionally, the notion is in line with the research by Amelia (2020), who investigated the use of WhatsApp to enhance student speaking ability in speech. Since WhatsApp has access to various tools, such as audio and video, that can be used for educational purposes is one of those features. Even with WhatsApp, students who struggle, particularly with their Speaking Skills on Speech subjects, can benefit from learning.
and sharing information in the comfort of their own homes. Because some of them are not accustomed to speaking on stage, students frequently experience feelings of unease whenever they are required to give a speech in front of a large number of people. In this situation, kids might begin to display their performance in a speech by utilizing WhatsApp to communicate with one another within a WhatsApp group. In addition, it can reduce the time spent on an assessment by teachers. The purpose of this article is to investigate the usage of WhatsApp in English language classrooms to enhance the capabilities of students' mobile phones in terms of their ability to communicate. It is safe to say that incorporating WhatsApp into their schooling would be not only simple but also entertaining and beneficial.

Figure 6. Learning activities preferences in improving speaking skill

Figure 6 shows the learning activities respondents chose to do to improve their speaking skills. Speaking English for fun, such as communicating with Indonesian friends, was chosen by 84 respondents as their favorite way to speak. On the other hand, speaking English for academic purposes, that is, speaking English in a group discussion, was chosen by 70 people as the second most preferred way to speak. The 62 people said their third choice was to practice speaking with foreigners. With only 25 respondents, there is less interest in talking with family members. Respondents also talked about monologuing, giving a presentation, and taking an online course on speaking. Based on the above results, respondents' most popular activities were speaking with Indonesian friends and speaking in groups. This result is in line with research done by Yüzlü & Derin (2020), who looked at how using L1 helped improve oral production in L2 at different levels of proficiency in Turkey. The study was done with 60 low intermediate and high intermediate students at a science high school in Turkey for ten weeks during the spring term of 2018-2019.

Half of the students in each group were put in the experimental group and the other half in the control group. The experimental groups at each level were exposed to L1 use for ten weeks (40 hours of teaching) to improve their speaking skills in L2, while the control groups were taught using a communicative language approach. An explanatory sequential mixed methods design was used in the study. The results of a Paired-Sample t-test showed that using L1 was the most crucial thing that helped students improve their speaking skills in L2. Semi-structured interviews revealed that students liked using L1 because it made them think less and made the classroom less stressful, which helped them get better at speaking in L2.

Lastly, students at low intermediate and high intermediate levels who were exposed to judicious and systematic L1 use did better than students who were only
exposed to L2 when it came to improving their oral production in L2 and making them like L2 more. Based on these results, it can be concluded that practicing English using L1 creates a comfortable environment for respondents. Therefore, most respondents chose to speak with Indonesian friends since they feel more comfortable and not stressed about practicing their speaking.

Moreover, this research is also supported by Rezalou and Yagiz (2021), who conducted research in Turkey. She looked at EFL students' thoughts and feelings about using communicative activities in CLT classrooms, backing up this research. This study examined how using communicative activities in a communicative language teaching (CLT) classroom affects how well students speak and how much trouble they have speaking. The researcher wanted to improve the students' speaking skills by having them do activities based on the Communicative Language Teaching Method. The results showed that the speaking classes worked because the students were much happier with their speaking skills after the interventions. There were statistically significant differences in how and what the students thought about using communicative activities. It can be seen that communicative activities among the students, like speaking in a group, can improve students' speaking ability.

4. Material and Activities Preferences for Writing Skill

Figure 9 shows how all students used materials to improve their writing skills. The results show that most respondents prefer reading what other people have written on social media, diaries, and blogs. Most respondents (120 students) will likely use social media posts to get the information they need. The other 46 respondents chose academic writing as the way they wanted to improve their writing skills. The research conducted by Sohoni (2019) who studied the challenges students face when making content to share on social media sites to help improve learning outcomes. The researcher asked the students to create social media projects to share academic information with a broad audience. Some of these projects were short videos, websites, documentaries, and even songs and poems. Based on a survey of the students and an analysis of the project's content, the project meets several teaching goals, such as helping students remember what they’ve learned, developing their critical thinking skills, making real-world connections with what they've learned in class, giving students more power, and improving their communication skills.
In addition, this research is similar to one done by Vikneswaran, T., and Krish, P., in 2014. They looked at how Chinese students in Malaysia used social networking sites to improve their writing. This article tries to find out why students are learning English as a second language and writing in English on Facebook. For Tamil-speaking students from a private urban school were chosen. After this study, six years of the elementary school in Chinese-language schools, these students had just started high school. For a writing assignment, the students had to participate in an ongoing discussion on their Facebook class page. Both online discussions and interviews were used to get information for this study. The results suggest that the students wrote better English on Facebook because their peers influenced them and because they were at school. The results also show that using technology in writing assignments helped students write better English because they could share feedback and ideas through this social networking site.

![Figure 8. Learning activities preferences in improving writing skill](image)

It can be shown in Figure 8 that the majority of respondents prefer engaging in writing activities. According to the survey findings, the activity that brought respondents the most pleasure was writing for their enjoyment. 95 of the respondents indicated that they enjoyed using social media as a platform to practice writing as an activity to improve their writing talent. Writing short stories came in second place with 61 respondents, writing diaries came in third with 59 respondents, and writing blogs came in fourth with 23 respondents. These are all examples of enjoyable writing activities.

In contrast, respondents often have a lower level of interest in writing in blogs, with only 23 respondents, and writing application letters, with only 17 respondents. It was shown that only 38 respondents loved to write academic essays, and it was revealed that only 33 respondents preferred to write journal articles. It indicates that the number of respondents who choose to practice writing for academic purposes is decreasing. The other type of writing activity preferred is enrolling in an online writing course. This idea is in line with the study by Salih and Elsaid (2018), who investigated the students' attitudes toward using social media for learning purposes in one of the universities in Afghanistan. They found that many Afghan university EFL students use social media to help them learn. Most students said that social media enabled them to stay up-to-date on their courses and find materials and other academic resources quickly and easily. They also thought that using social media had helped them get better at writing, reading, and thinking and that it helped them learn. The study also showed that social media was often used to teach and learn English as a foreign language (EFL). Most people who
answered thought that their professors used social media in their classes and that students used it to find academic resources, look at and download class notes, and talk to their classmates and professors. Most also said they used social media to learn new things and improve their skills. It backs up what Salih and Elsaid (2018) and Rodriguez (2011) found that social media helped students find resources and get better at what they were already good at.

2. The Students’ Efforts to Foster Their Autonomous Learning

This section refers to the students’ perceptions of their effort in fostering autonomous online learning. The students’ perceptions were divided into three attributes: initiating the process, monitoring, and evaluating. The findings are illustrated in the following tables.

Table 1. Students’ Activities in Initiating the Process

<table>
<thead>
<tr>
<th>No</th>
<th>Attributes</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Understanding the learning goals</td>
<td>3.03</td>
<td>0.491</td>
</tr>
<tr>
<td>2</td>
<td>Having personal goals</td>
<td>2.94</td>
<td>0.722</td>
</tr>
<tr>
<td>3</td>
<td>Planning learning activities</td>
<td>3.10</td>
<td>0.607</td>
</tr>
<tr>
<td>4</td>
<td>Having the initiative in looking for opportunities for</td>
<td>2.94</td>
<td>0.664</td>
</tr>
<tr>
<td></td>
<td>resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Having the initiative in looking for opportunities for</td>
<td>2.98</td>
<td>0.678</td>
</tr>
<tr>
<td></td>
<td>learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 reveals the students’ activities in the initiating process. It implies that the activities carried out by students to foster their autonomous learning in the initiating process are classified by using the mean score. Based on the descriptive analysis data, the primary attribute in initiating the process is planning learning activities (M=3.10, SD=.607) followed by understanding the learning goals (M=3.03, SD=.491). Meanwhile, the lowest-rated issues were having initiative in looking for opportunities for resources (M=2.94, SD=.664) and having personal goals (M=2.94, SD=.722).

The result was in line with the research finding by Brooks et al. (2014). The study concerns the students’ perception of learning goals and how they employ the purposes. The result revealed that most students believe learning goals are valuable and utilize them to enhance their studies in varying ways. However, the data also indicate that some students have difficulty understanding the degree of learning necessary to cover their topic area or pass exams based on their learning goals.
Table 2. Students’ Activities in Monitoring Process

<table>
<thead>
<tr>
<th>No</th>
<th>Attributes</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying suitable strategies</td>
<td>2.29</td>
<td>0.617</td>
</tr>
<tr>
<td>2</td>
<td>Employing suitable strategies</td>
<td>2.91</td>
<td>0.660</td>
</tr>
<tr>
<td>3</td>
<td>Selecting appropriate materials</td>
<td>3.05</td>
<td>0.646</td>
</tr>
<tr>
<td>4</td>
<td>Showing effort to progress in learning</td>
<td>2.98</td>
<td>0.635</td>
</tr>
<tr>
<td>5</td>
<td>Taking action or implementing the learning activities</td>
<td>3.11</td>
<td>0.585</td>
</tr>
<tr>
<td>6</td>
<td>Concentrating on learning</td>
<td>2.83</td>
<td>0.644</td>
</tr>
<tr>
<td>7</td>
<td>Collaborating</td>
<td>2.96</td>
<td>0.601</td>
</tr>
<tr>
<td>8</td>
<td>Interacting with others in learning</td>
<td>2.64</td>
<td>0.787</td>
</tr>
</tbody>
</table>

Table 2 illustrates students’ activities in the monitoring process. It implies eight main attributes in the monitoring process. The highest-rated activities in the monitoring process were taking action or implementing the learning activities (M=3.11, SD=.585), collaborating (M=2.96, SD=.601), and employing suitable strategies (M=2.91, SD=.660). In the meantime, the lowest-rated activities were identifying practical strategies (M=2.29, SD=.617) and interacting with others in learning (M=2.64, SD=.787).

Students tend to take action or implement the learning activities in the monitoring activities process. They are also able to select appropriate materials. It can be concluded that the students were experiencing the learning directly by themselves. The result was in harmony with the research finding by Bukhteeva et al. (2019), who found that autonomous learning activities are a form of organization of educational activity; as a result, the students can create their educational product based on the formed skills. Meanwhile, the data also indicate that some students need help identifying suitable strategies. It was the opposite of research results from Marantika (2021), who found a significant correlation between students’ ability to learn autonomously and their ability to develop learning strategies. The different result was because it was the first experience by the participant of this research to learn autonomously.

Table 3. Students’ Activities in Evaluation Process

<table>
<thead>
<tr>
<th>No</th>
<th>Attributes</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluating learning strategies</td>
<td>2.91</td>
<td>0.648</td>
</tr>
<tr>
<td>2</td>
<td>Evaluating learning process</td>
<td>3.02</td>
<td>0.641</td>
</tr>
<tr>
<td>3</td>
<td>Evaluating learning outcomes</td>
<td>2.95</td>
<td>0.670</td>
</tr>
</tbody>
</table>

Table 3 shows the students’ activities in the evaluation process. It implies three main attributes in the evaluation process. The highest-rated attribute is evaluating the learning process (M=3.02, SD=.641), then assessing learning outcomes (M=2.95, SD=.670). On the other hand, the lowest-rated score is evaluating learning strategies (M=2.91, SD=.648).
The mean score among the three attributes is considerably tiny in the evaluation process. Since the highest-rated attributes evaluate the learning process and outcomes, the students can assess their learning process and outcome better than evaluating the learning strategies. This idea is in line with Betts (2004), who sees the autonomous student as an independent and life-long learner. Independent students, at this point, relate to the students’ ability in doing self-evaluate. This idea is explained in more detail in the questionnaire, which mentions that the students can accomplish the tasks by themself without much details instruction from the teacher in online learning and are able to make sure the progress of their learning.

Conclusion

This study aimed to identify Indonesian EFL students' autonomous implementation in online learning and their effort to foster their autonomous understanding. The results revealed how students learned English online in four areas: listening, reading, speaking, and writing. They also showed how the students felt about online learning on their own. These experiences relate to students’ experiences selecting learning materials and learning activity preferences. These preferences are divided into learning English for academic purposes and learning English for pleasure. However, regarding students' efforts to foster their autonomous online learning, the students had implemented three categories of autonomous learning, namely the initiating process, monitoring process, and evaluating process in their learning process. Hence, the research results are expected to provide new insights for the readers about implementing online learning, which can support the students to be more autonomous learners. This current study still has many limitations, such as the study focused on examining the autonomous learning of students in higher education. Therefore, future researchers should be carried out a similar topic to broader participants, especially for middle-level education, for instance, junior and senior high school students.

References


