STUDENTS' ACCOUNT ON LEARNING INDEPENDENCE IN ONLINE EFL CLASSROOM

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ABSTRACT

The spark of online learning implementation in nowadays education partly appears to be one of the impacts of Covid-19 pandemic. School from home through various platforms, applications, and other technological devices replaces face-to-face real classroom learning activities. However, even if some people can locate online learning or courses as both convenient and accessible, it brings challenges and requires readiness in some aspects, including students' competence in working independently. Roper (2007) and Sumbawati et.al (2020) probe that students' independence plays an important role through the system of online learning as it helps students to achieve good learning goals and outcomes. The present research, therefore, is interested in examining students' perception of their own independence in online EFL learning. It involved 152 students of a public Senior High School in Kalimantan. This research applied a survey technique, and the data are both quantitative and qualitative analyzed. The instrument used in this research comprises a set of questionnaires adapted from Marfu'ah (2020), Sumarmo (2013), and Sam et al. (2012) embracing 8 indicators of independent learning which are subsequently elaborated in 32 statements. Those eight indicators encompass 1) student learning initiative; 2) diagnosing learning needs; 3) setting learning targets; 4) viewing difficulties as challenges; 5) utilizing and finding other relevant sources; 6) choosing and implementing learning strategies; 7) evaluating the learning outcome process; 8) owning self-efficacy. The research result shows that the student's perception of their own independent learning is positive. It implies that they perceive themselves to be autonomous during the conduct of their online learning, particularly in the aforementioned eight areas. Through this study, students are expected to be more motivated, independent, confident, and be able to explore further their abilities to achieve independence in learning. Furthermore, this study will hopefully make teachers aware of the importance of encouraging the students to be more independent and responsible for their own learning.
Keywords: *student's perception, learning independence, online learning*

ABSTRAK

Semarak penerapan pembelajaran dalam jaringan (daring) di dunia pendidikan saat ini merupakan salah satu dampak dari pandemi Covid-19. Sekolah dari rumah melalui berbagai platform, aplikasi, dan perangkat teknologi lainnya menggantikan kegiatan belajar tatap muka di kelas secara nyata. Namun, meskipun sebagian orang menganggap pembelajaran atau kursus daring nyaman dan mudah diakses, hal itu membawa tantangan dan menuntut kesiapan dalam beberapa aspek, termasuk kompetensi siswa dalam bekerja secara mandiri. Roper (2007) dan Sumbawati et.al (2020) dalam penelitiannya menemukan bahwa kemandirian siswa memainkan peran penting melalui sistem pembelajaran secara daring karena membantu siswa mencapai tujuan dan hasil belajar yang baik. Oleh karena itu, penelitian ini ditujukan untuk menguji persepsi siswa tentang kemandirian mereka dalam pembelajaran bahasa Inggris sebagai bahasa asing atau English as a Foreign Language (EFL) secara daring. Penelitian ini melibatkan 152 siswa SMA Negeri di Kalimantan dan dilakukan dengan menggunakan teknik survei dan data dianalisis secara kuantitatif dan kualitatif. Instrumen yang digunakan dalam penelitian ini terdiri dari seperangkat kuesioner yang diadaptasi dari Marfu'ah (2020), Sumarmo (2013), dan Sam et al. (2012) yang mencakup 8 indikator kemandirian belajar yang selanjutnya dijabarkan dalam 32 pernyataan. Kedelapan indikator tersebut meliputi 1) inisiatif belajar siswa; 2) diagnosis kebutuhan belajar; 3) penetapan target pembelajaran; 4) cara pandang terhadap kesulitan sebagai tantangan; 5) pemanfaatan sumber-sumber belajar lain yang relevan; 6) pemilihan dan penerapan strategi pembelajaran; 7) evaluasi proses hasil belajar; 8) efikasi diri. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap pembelajaran mandiri adalah positif. Ini menyiratkan bahwa mereka menganggap diri mereka mandiri selama melakukan pembelajaran online mereka, khususnya di delapan komponen kemandirian tersebut. Melalui pembelajaran ini diharapkan siswa lebih termotivasi, mandiri, percaya diri, dan mampu menggali lebih jauh kemampuannya untuk mencapai kemandirian dalam belajar. Lebih lanjut, penelitian ini diharapkan dapat menyadarkan guru akan pentingnya mendorong siswa untuk lebih mandiri dan bertanggung jawab atas pembelajarannya sendiri.
Kata kunci: *persepsi siswa, kemandirian belajar, pembelajaran online*

INTRODUCTION

The outbreak of COVID-19 Pandemic has significantly altered countries in the world in a vast array of life aspects, not to mention in the education area. Indonesia has been one of the Asian countries which has been so much impacted by the outbreak and which has taken various actions to thwart the spread of the virus. One among others is to change the learning system. The alteration has obliged schools to employ distance

learning or online learning. In other words, School From School (SFS) has been taken placed by School From Home (SFH). This situation has generally created novel challenges for the stakeholders as distant learning, online learning and e-learning are relatively rare in the practice and were not a common subject in the pre-pandemic conditions.

Scrutinizing the positive side of e-learning, many people can actually get the benefits from online learning. Milrad (2013) posed that the existence of technology along with access to online learning allows the students to experience a new system of learning outside of the class. Some other advantages address flexibility, self-paced learning, better time and effort management, new technological skill mastery, being global-minded, and virtual collaborative work (Dhull et. al, 2017). On the other hand, what might appear to be the hindrances of online learning practice deal more with issues such as lack of motivation to learn, ineffective time spent for studying, internet problems, and the lack of outdoor activity (Muilenburg & Berge, 2005). Additionally, lack of infrastructure, quality of internet, teacher and students' basic technological ability may inhibit the success of online learning implementation.

Many have been pointed out as problems in online learning as shown above, however, students' independence is often overlooked. Sumbawati et al (2020) maintained that online learning requires learning independence to achieve satisfying learning outcomes. It, somehow, implies that independent learners are the key for the implementation of online learning. Independent learners, according to Smith.et.al. (2017) are people who can take charge of their learning and act independently, to make decisions about what to learn and are motivated in the learning process. Furthermore, Sam et al. (2012) specified factors affected independent learning as conducting learning activities outside the classroom, managing their own learning activities, conducting self-learning reflection, maximizing individual own learning, finding their own solutions to academic problems, and choosing their own learning style/applying their own learning style. This is what actually needed in online learning to be successfully conducted. Learning with an online system must encourage students to be more active in determining themselves in learning, and be able to create an independent character in them.

In order to investigate the character of 'independence' students have during their online learning activity, the present study attempts to find out EFL students at secondary school level's account on their own independent learning efforts. It sees how they perceive their own independence in online learning during COVID-19 pandemic. The findings of this study are expected to be beneficial for English teachers, especially to give more insights on the profound role of students' independence in learning and the possibility to develop it in students' learning. In addition to that, students are expected to be more aware of how they could contribute more to their learning by being able to explore further their self-independence.

METHODOLOGY

The participants of the research are one hundred and fifty-two students from the eleventh and twelfth grades of a high school in Central Kalimantan Province. These students are majoring in social and science. The main instrument of this recent study was a set of questionnaires with 4-Likert scale which consists of thirty-two statements. It was developed on the basis of Sumarmo's (2017) eight indicators of independent learning, consisting of a) initiative and intrinsic learning motivation; b) the habit of diagnosing learning needs; c) setting learning targets/goals; d) monitoring, organizing, and controlling learning; e)seeing difficulties as challenges; f) utilizing and looking for relevant sources; g) selecting and implementing learning strategies; h) evaluating the process and learning outcomes; and i) self-efficacy; and was subsequently adapted to Sam (2012) and Marfuah's (2020) previous work. The questionnaire was developed in Google form and distributed to the participants through WhatsApp application and e-mail. The present research used a mixed-method to analyze the research data. The quantitative method was used to obtain the numerical data or the means of the participants' account on their learning independence. The numerical values in the present research were given the interpretations as: the grand mean of 0.01 to 1.00 is interpreted as highly negative, 1.01 to 2.00 is interpreted as negative, 2.01 to 3.00 is interpreted as positive, and 3.01 to 4.00 is interpreted as highly positive. The numerical data were further analyzed and described qualitatively.

ANALYSIS

This section presents the result of the analysis of the data which will be depicted according to the objective of the study mentioned in the previous section.

Students Perception on Online Learning Independence in Online EFL Learning

　　This section discusses in depth about the findings of the research by linking them to the theories and previous study which are used in the present study. Based on the results of the descriptive statistics on the student perception of their independence in online learning, it was revealed that the participants perceive themselves to be positive. This finding has been resulted from the calculation of the grand means from all the statements in the questionnaire. The figure demonstrated numerical value assumptions of 2.977, which is interpreted as participants' positive perception on their independence in their EFL online classrooms. In other words, the students perceive themselves to be independent learners during their online learning. To arrive at the research results, assumptions are made in reference to the eight parameters or indicators of learning independence, namely initiative learning in online learning, determining the learning needs, preparing the learning needs to achieve, noticing the difficulty as challenges, finding relevant resources, applying learning strategies, evaluating the process of learning, and self-efficacy. Table 1 below depicts the statistical analysis of the eight indicators used to measure participants' independence.

Table 1. Students Perception on Online Learning Independence

No.	Statement	Frequency				Mean
		SD (1)	D (2)	A (3)	SA (4)	
	Student Learning Initiative					
1	I study English regularly even though I have to study independently without meeting the teacher in person.	2 (1.3%)	24 (15.8%)	106 (69.7%)	20 (13.2%)	2.950
2	When I have difficulty understanding the material, I try to ask the teacher by chat.	20 (13.2%)	50 (32.9%)	65 (42.8%)	17 (11.2%)	2.520
3	I am trying to express my opinion about the material during the discussion through the learning group chat even though my opinion is not necessarily true.	4 (2.6%)	44 (29.1%)	86 (57%)	17 (11.3%)	2.770
4	I rely on books and sources from the internet provided by the teacher to support learning English material at home.	17 (11.2%)	49 (32.2%)	60 (39.5%)	26 (17.1%)	2.550
5	I was motivated to study harder when I got a small score on an English test.	5 (3.3%)	14 (9.2%)	75 (49.3%)	58 (38.2%)	3.220
	Diagnosing Students Learning Needs					
6	I am preparing the study equipment before learning English begins.	2 (1.3%)	10 (6.6%)	91 (59.9%)	49 (32.2%)	3.230
7	I feel helped by the English assignment from the teacher to prepare for the needs of learning English.	1 0.7%)	9 (5.0%)	89 (58.6%)	53 (34.9%)	3.280
8	I can determine which part of the subject to re-study.	8 (5.3%)	51 (33.6%)	70 (46.1%)	23 (15.1%)	2.290
9	I am very ready to deal with certain material English tests or online exams.	13 (8.6%)	57 (37.5%)	69 (45.4%)	12 (8.6%)	2.540
10	I try to find out my own weaknesses when learning English.	1 (0.7%)	8 (5.3%)	74 (48.7%)	69 (45.4%)	3.390
	Setting the Targets of Students Learning Needs					
11	I try to set goals for learning English that I want to achieve.	0	11 (7.2%)	90 (59.2%)	51 (33.6%)	3.260

12	I feel comfortable learning English with a certain purpose.	19 (12.5%)	50 (32.9%)	60 (39.5%)	23 (15.1%)	2.510
13	Having a goal in learning English makes me more enthusiastic and diligent in studying.	1 (0.7%)	13 (8.6%)	83 (54.6%)	55 (36.2%)	3.260
14	When I study specific materials independently from home, I organize my own study activities.	4 (2.6%)	42 (27%)	81 (53.3%)	26 (17.1%)	2.850
15	I take online English lessons not only to fulfill the assignments, but to find out more knowledge.	10 (6.6%)	52 (34.2%)	62 (40.8%)	28 (18.4%)	2.710
	Viewing Problems As a Challenges					
16	I am challenged to complete English assignments in certain materials.	1 (0.7%)	28 (18.4%)	95 (62.5%)	28 (18.4%)	2.990
17	I do assignments from difficult material even though I don't understand it.	5 (3.3%)	35 (23%)	60 (39.5%)	52 (34.2%)	3.050
18	I work on any difficult English assignments to improve my English skills.	1 (0.7%)	15 (9.9%)	81 (53.3%)	55 (36.2%)	3.250
19	Working with smart friends makes me more confident to keep learning.	7 (4.6%)	40 (26.3%)	53 (34.9%)	52 (34.2%)	2.990
20	I feel motivated to discuss with friends about the English assignments that have been done.	3 (2%)	25 (16.4%)	73 (48%)	51 (33.6%)	3.130
	Utilizing and Searching For the Relevant Sources					
21	I don't wait for English lesson material from the teacher and try to find it myself.	16 (10.5%)	54 (35.5%)	59 (38.8%)	23 (15.1%)	2.590
22	I like the examples of English questions because they make it easier for me to do the practice questions.	4 (2.6%)	9 (5.9%)	86 (56.6%)	53 (34.9%)	3.240
23	I am following English learning programs on TV or other media.	10 (6.6%)	26 (17.1%)	77 (50.7%)	39 (25.7%)	2.950
	Choosing and Applying Learning Strategies					
24	I choose a suitable English learning strategy so I can learn more effectively and efficiently	1 (0.7%)	21 (13.8%)	85 (55.9%)	45 (29.6%)	3.140
25	I am applying English learning strategies so that I can study seriously.	10 (6.6%)	46 (30.3%)	71 (46.7%)	25 (16.4%)	2.730
	Evaluating the Process of Learning Outcomes					
26	I am happy with the good grades of English that I got so far as a result of hard work in studying.	0	6 (3.9%)	76 (50%)	70 (46.1%)	3.420
27	I care about my English grades and I will try to get good grades.	2 (1.3%)	21 (13.8%)	68 (44.7%)	61 (40.1%)	3.240
28	I am re-evaluating the assignment so that the results of learning English are getting better.	1 (0.7%)	17 (11.2%)	93 (61.2%)	41 (27%)	3.140

	Self-Efficacy				
29	I can concentrate when the teacher suddenly asks questions about English material.	7 (4.6%)	37 (24.3%)	78 (51.3%)	30 (19.7%)	2.140
30	I am proud of the results of learning English that I have achieved.	3 (2%)	10 (6.6%)	79 (52%)	60 (39.5%)	3.290
31	I feel ready to learn the English material that will be taught.	1 (0.7%)	8 (5.3%)	95 (62.5%)	48 (31.6%)	3.250
32	I am sure that I will succeed in learning English.	1 (0.7%)	8 (5.3%)	69 (45.4%)	74 (48.7%)	3.420
Grand Means & Standard Deviation						2.977

The finding of this study is similar to the study by Sam et al, (2012) who also used a questionnaire to find out their perceptions toward factors contributing to independent learning and obtained a similar result to the present study. The findings indicate that online learning brings a positive impact on students. In other words, the students have made their effort to cultivate independent learning. They are able to manage their learning without the teacher's presence. Instructions and directions from the teacher are given indirectly and function merely as guidance to materials and tasks that they should study and carry out on their own. Furthermore, the students can use technologies such as those near them to find other sources to learn English. These findings also support Milrad (2013) theory which states the existence of technology along with access to online learning allows the students to experience new learning strategies outside of the classroom. The finding for each indicator will be presented and discussed in a more detailed way in the following parts.

Students' learning independence is measured by, among others, the first element, i.e. learning initiative. It refers to the student activity to plan and play an active role, to take the initiative by encouraging enthusiasm for learning and to find out on their own things to do in their learning without guidance and direction from others. The result shows a positive tendency with the mean of 2.802. The findings of the first indicator revealed that the student can learn without meeting the teacher. The following situations provide evidence on how they attempted to take their own learning initiatives. When students are facing difficulty in understanding the learning material, they tend to ask for other students' assistance. Apart from that the result also demonstrates the participants' willingness to express their own opinions and ideas about the topic they learn together when they are in the meeting, ability to search for the material relevant to the learning objectives and to figure out a solution to their own learning problems. Another circumstance showing learning initiative is when the students obtained a small score. They, somehow, make an effort to keep motivated to learn harder and to fix their score. These are in line with what Smith et. al, (2017) argues that independent learners are people who can take charge of their learning, act independently, and are motivated in the learning process.

The second indicator deals with diagnosing learning needs. It refers to students' awareness of their own needs and shortcomings before, during and after learning. The result presents a positive tendency with the mean of 2.949. This indicates that students preserved awareness of what they actually need before, during and after their EFL course. They admitted that they prepare their study equipment to support their study so they can learn comfortably. The book, their pen or pencils are already available when they want to take notes of the teacher's explanations. Additionally, they have eagerness to do assignments before the class which they claim to help them more in understanding the topic and the material in the online learning. Even after their face-to-face online meeting, they are motivated to review the previously learnt materials, find their weakness and lack of understanding in studying certain materials.

The result of the third indicator, i.e., setting the targets of students' learning needs, demonstrates a positive tendency with the mean of 2.918. It indicated that the students understand their needs, they know what they must achieve, consider themselves to be able to set their own targets of learning English and get the benefit from setting their learning goal. This is in line with what is stated by Nursiti (2012) that having their own learning target gives the students passion to achieve it. When they learn a certain material, they

can determine relevant topics and materials they have to learn. Moreover, students can manage and arrange their study activities to follow some online lessons to get more knowledge about English.

The analysis of the fourth parameter shows a positive tendency (with the mean of 3.082). In terms of viewing problems as challenges their independence in learning is demonstrated to several behaviors. Firstly, the students admit themselves to be independent in learning through performing some independent actions, such as completing their assignments, homework, and tasks given by the teacher. Indirectly these functions as proof that they already understood the materials. Secondly, even though they are facing some problems in learning, they did not consider it as difficulty in learning. Instead, it makes them more enthusiastic and motivated to learn. Mukhlis et.al, (2018) sees such a situation as something positive signing independence in learning. Moreover, in the situation where the learning difficulties present and students succeed to figure out learning problems by themselves, their skills and self-confidence in learning is actually escalated. Finally, when they learn some new materials, discussing with other classmates is considered to be very helpful in comprehending the substance. They saw it as an opportunity to open and share their minds through each other's ideas and opinions that can be done more freely without the presence of the teacher.

The analysis of the fifth indicator, i.e. utilizing and searching for relevant sources, indicated that students saw themselves to be independent in seeking for other materials, topics, contents, and explanations through the internet. The mean of 2.926 shows a positive result. The figure implicitly reveals that students are proficient enough to make use of technologies such as gadgets, tablets, and computers; and apply that technological literacy to search for information by themselves. This finding is in line with the idea of Selim (2005) and Fisher (2009) which claim that the present generation are capable of using technologies as the media for their own learning. They can find answers to questions in their assignments, search for further explanations and information, and deepen their understanding on the structure of the English grammatical forms.

In terms of learning strategies, the analysis of the sixth indicator shows a positive tendency with the mean of 2.935. It implies that in choosing and applying learning strategies, each student has employed their own. They admit that it enables them to promote comfort and seriousness in learning English. Their ability to measure their difficulties in learning English seems aiding them to find learning strategies which allow them to learn more effectively and efficiently and eventually achieve their targets in learning. This confirms Littlewood's statement (2002) that independent learners are those who possess the ability and willingness to make choices independently, including in selecting the learning strategies.

The seventh indicator relates to students' evaluating their own learning outcomes. The statistical value shows a positive tendency with the mean of 3.266. Students saw themselves to be autonomous in doing so. It is evidenced from their responses to the questionnaire that they involve reflection in their learning process, especially after obtaining the result of their study, in the form of grades or other assessment indicators. They endeavored to re-evaluate results of any tasks and assignments to identify weaknesses and points for further improvement. Moreover, it can also be seen from the analysis that their reflection on their learning outcomes generates eagerness to develop better learning in the future. As stated by Kuswanto (2018) independence of learning can be interpreted as a form of awareness that arises from within themselves who want to receive information, manage it, and connect one part of information with another.

The last indicator of students' independence in learning in this research is self-efficacy. The term refers to the students' readiness and confidence with their skills before, during and after undertaking a lesson. The result shows a positive tendency with the mean of 3.025. It means students are considered to understand the material easily and feel confident with their skills in learning English. It might be due to their preparedness and self-assurance with the material they have learnt in advance so that they could concentrate on the lesson and comprehend the materials at ease. In turn, their learning accomplishments develop greater assurance and self-motivation.

Most of the students in this study generally demonstrated that they were very confident to be independent learners in an online English classroom and felt content when they understand and accomplish good learning on their own. These findings support Mukhlis et.al, (2018) and Smith et. al, (2017) who stated that learning independence is an attitude and behavior in a person to carry out independent learning activities based on his own motivations. Furthermore, it is the result of one's own experience and training without depending on others to master certain material, so that it can be beneficial to solve learning problems. Apart from being able to overcome problems in learning, independent learners are characterized by having responsibility for their learning, acting independently, and always feeling motivated in the learning process.

CONCLUSION

This study attempts to find out how the students under study perceive their own independence in online learning. These research participants are eleventh and twelfth graders who were studying English as a foreign language as a compulsory subject. The result of the research shows that the students have a positive perception toward their own independent learning. It can be seen from each of the indicators, the students perceive themselves to have understood and applied independence in learning English during online English learning. Additionally, it was found statistically that the students have more positive perception when they achieve good grades after their hard work in studying English. They feel proud when they see their score on their assignments or tasks with good grades.

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