

Investigating Students' Experiences of Autonomous Learning in English Online Platform

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Abstract

In the 21st century, autonomy in learning has become a primary objective for students. Students should take responsibility for their own learning in order to increase their interest in learning English. One popular English teaching medium in the present day is the English Online Platform, which supports students in autonomous learning by providing a source of learning materials and facilitating the expansion of their English knowledge, among other benefits. This study aims to examine students' experiences of autonomous learning using the English Online Platform through a quantitative technique and questionnaire design. The results of this study indicate that the students included in the research possess a clear understanding of the potential benefits of autonomous learning. Therefore, the utilization of the English Online Platform can serve as a learning tool to enhance students' autonomous learning.

Keywords: *English Online Platform; Autonomous Learning; Students' Experiences*

Introduction

In the 21st century, learning is characterized by the learner's ability to develop social and technological skills (Sari Famularsih, 2020). Teachers should integrate technology with content and pedagogy in the teaching process. The teaching and learning experience should not be confined to the classroom, as technology can be utilized by both teachers and learners to enhance language learning materials. Teachers can encourage learners to use their smartphones or laptops for meaningful and productive activities. Additionally, learners are provided with access to online platforms that support their learning activities (Risten & Pustika, 2021).

The development of technology has had a significant impact on learning, particularly in the realm of English language learning. Technology serves various functions in education, such as acting as a learning medium and a source of educational materials (Khan et al., 2022). Several studies have explored the influence of technological advancements on learners' English proficiency. However, no specific research has been conducted on students' experiences of autonomous learning within an English online platform.

English online platform is a set of media that provides information related to learning English. This information can be in the form of video, text, audio, and others. For instance the students are looking for their learning materials that they learned on website, journal, YouTube, etc (Tira Nur, 2020). YouTube provides many videos that represents a lot of ideas and events (Gracella & Rahman Nur, 2020). Google Scholar is a website that provides any articles. Thus, the development of technology and students learning related each others (Kacatl & Klímová, 2019).

The use of technology in learning process has beneficial impact for the students in learning. Syafryadin (2021) stated that using technology in learning English can increase students learning motivation and outcomes (Apriani et al., 2021). Besides, the technology can be an attractive learning tool and media in learning. In addition, the technology plays an important role in improving the quality of teachers and students in this millennium era because its can help the teacher to use the technology as learning facility (Khotimah et al., 2019).

On the other hand, the use of the English online platform has a very significant impact, such as the existence of YouTubers who are able to speak English well through learning by accessing the English online platform. In addition, there is a lot of contents related to learn English that is sourced directly from native speakers, providing the advantage of being able to create a English native environment and familiarize themselves with the English native speaker. Therefore, it has some advantages for the students who are studying English.

Related to English online platform, of course, it can really help students in learning whether it is supported by the teacher or independently. It occurs because accessing online platforms cannot be separated from human life. Indeed, learning by using English online platform can certainly attract students' autonomous learning.

Autonomous learning is the students learning by them self about learning material that is given by the teacher. Little in Syafryadin, et al. (2021) stated that students became more focused and personal could indirectly solve the problem of low motivation and learning outcomes by autonomous learning. In addition, autonomous learning requires self-control, self-discipline, and self-direction. As reported by Unjana et al. stated that autonomous learning affect some students ability such as problem solving skills, self-efficacy, how to study and love to learn in learning (Syafryadin et al., 2022). Furthermore, the competency those enable students to plan and carry out their learning process by themselves, independently, as the focus of the learning, recently.

Some characteristics of autonomous learning, which are; students have learning motivation and beliefs, students have ability to manage their time in learning; students know how to study realizing with the cognitive strategy and metacognition process in learning. Chan (2001) explained that autonomous learning has some characteristic, that is high motivation, goal

oriented, well organized, willing to asking, enthusiastic in learning, hardworking, and always taking advantage of existing opportunities (Chan, 2010). In sum, autonomous learning growth students will to learn, personally.

According to this explanation, the research aims to answer the following question; how are students' experiences of autonomous learning in English online platform?

Method

This study was conducted by quantitative technique and questionnaire design (Sukmawati et al., 2022). A researcher used questionnaires in collecting the data and then analyzed it to discover or evaluate individual ideas, beliefs, opinions, attitudes, or characteristics, statistically. The participant of this research was 64 senior high school students'. The students used English Online Platform in their learning activity which school gives the permission in using hand phone during learning. The questionnaire adapted the form of a research that was conducted by Hidayati and Husna (Hidayati & Husna, 2020) and tailored to the participants' context. Moreover, questionnaire is used to collect the data about student's experiences in using English online platform. The questionnaire is also used to measure students' autonomous learning. First, the questionnaire was distributed to the students about their experiences in using English Online Platform. After that, the researcher collects the questionnaire sheets from the students, and then distributed the second questionnaire sheets of autonomous learning. Last, the data was analyzed by using SPSS to find out the result of students' experiences in using English Online Platform and autonomous learning (Apriani et al., 2022).

Result and Discussion

Students' experiences were evaluated using learning gadgets, learning platforms, learning material, learning process, and activities (Hidayati & Husna, 2020). On the other hand, there are conventional teaching materials such as textbooks, which are commonly used in general education, and textbooks specifically designed for foreign language learning with specific purposes (Bahrudin et al., 2021). But the results revealed that most students tended to rely primarily on their smartphones (31.1 %). The learning media employed appeared to differ from one another. More than 50 % of students mentioned that they used You Tube (37, 2%) to deliver the lecture. Addition, the students likes a various website rather than used a pdf book (16,1%).

Likewise, the way students participated was also varied in the learning instruction. A considerable number of the students (63.1%) received learning resources in varied ways, including educational videos, material for the web, teachers recommended material, and educational

application. In the same way, students (33.1%) relied on the video lesson during the scheduled time. This asserts that students primarily relied on the video.

However, considerable numbers (26.2%) of the students looked at other sources with individual tasks and assignments in the learning process. Most of the students (31.1%) performed personal activities as homework and assignments regarding learning activities. A considerable number of the students (26.2%) had different activities for four language skills.

Similarly, a large number of the students (31.1%) indicated that they had used discussion boards which allow students to discuss and interact with the teachers and students and practice their own.

Table 1. Activities and platform that is used

No	Items	Platforms Used	
1	Learning	Laptop and smartphone interchange	30.9%
		Smartphone frequently	30.0%
		Only smartphone	31.1%
		Laptop Only	4.9%
2	Learning platform	You Tube	37.2%
		PDF book	8.5 %
		Various website	16.1
3	Learning material	Video related to the topic	63.1%
		Book and note supported by the teacher	17.9%
		Material from various website	12.9 %
		Learning app	6.1%
4	Learning process	Video lesson followed by exercise	48.1%
		Teachers' led instruction for all exercise	32.8%
		Other tasks	19.1%
5	Activity	Individual task on all four skill	26.2%
		An individual task only (assignment/ homework/ short quizz activity)	31.1%
		Discussion	31.1%
		Group activities	8.2%

The second questionnaire sheet aims at investigating the learners' autonomous learning. There are four indicators is used in this questionnaire which are showed in Table 2.

Table 2. Autonomous Learning

No	Indicators of Autonomous Learning	Items
1	Goal setting	<ul style="list-style-type: none"> • Students identify own learning goals and learning activity
2	Self-planning	<ul style="list-style-type: none"> • Students plan for the detailed decision and arrangements associated with own learning
3	Self-monitoring	<ul style="list-style-type: none"> • Students manage their own time • Students monitor their own language strategies • Students adjust their own language pathway as they progress
4	Self-evaluation	<ul style="list-style-type: none"> • Students are aware of the assessment criteria • Students critically evaluate work according to criteria

These indicators were developed by the researcher into some points or items which represented the indicators itself(Melani, 2020). Each indicator is provided by table below (Pipit Mulyah et al., 2020):

Table 3. Goals-Setting

Items	Indicators	Disagree	Neutral	Agree	Strongly Agree	Weighted average
Goal Setting	I can understand the goals in learning English related to the materials	14	19	25	6	2.36
	I set achievable goals in	16	18	24	6	2.28

learning English related to the materials						
I set short-term goals in learning English related to the materials	14	15	25	10	2.48	
I set goals in learning English for the next materials	18	10	24	12	2.45	

The first indicators concerns students' readiness for goals setting in English learning. The mean of this third item showed 2.48, which is dominated by the students' perception that they can set short-term goals in English learning. However the learners have lowest score in setting achievable goals in learning English. Thus, the interaction of English learning and English Online Platform can increase learners' ability to set short-term goal in learning for the materials that day but do not affect and motivate learners' ability to set the next goals for English learning.

Another view to analyze is the students' perception of the self-planning when learning the language. Four questions were provided and Table 4 showed the students' perception towards self-planning in language teaching.

Table 4. Self-Planning

Items	Indicators	Disagree	Neutral	Agree	Strongly Agree	Weighted average
Self-Planning	I make study plans that match my goals in learning English.	15	10	28	11	2.55
	I revise my English study plans if	25	25	11	3	1.88

they don't work well.					
I make realistic plans for studying English.	15	20	20	9	2.36
I arrange my plan for next schedule to study English.	18	28	20	8	2.44

The second indicator was provided learners' self-planning in English language. From 4 items, the first items got highest mean which show that the most learners can make their own plan that match their goal in English learning. It indicates the learners' readiness in learning English is high. However, the learners found some problems in revising their own plan if they do not work well. Indeed, learners' autonomous learning on self-planning still has any problems to be concerned.

Then, the next indicator of autonomous learning was learners' self-monitoring on their learning English. It is showed by Table 5:

Table 5. Self-Monitoring

Items	Indicators	Disagree	Neutral	Agree	Strongly Agree	Weighted average
Self-monitoring	I reflect upon how I studied after I finish studying English for the day.	25	28	7	4	1.84

I try to create the conditions underwhich I can study English best.	12	23	26	3	2.27
I can choose the appropriate English Online Platform I can study English best.	6	20	20	18	2.78
I assess how much of my goal I have achieved.	15	20	25	4	2.28

From table 5, the item which got highest mean was on items ‘I can choose the appropriate English Online Platform I can study English best’ which has 2.78 score. However, the learners found some problems which one of them is to reflect upon how they studied after they finish studying English for the day. Indeed, learners’ autonomous learning on self-monitoring still has any problems to be concerned.

Next, the fourth indicator was about self-evaluation on learners’ English language learning. The highest mean is on two items which the first and second items. In this indicator, the four items do not have big different scores, they almost have same scores. Therefore, they have awareness on the method but not in the content in English learning.

Table 6. Self-Evaluation

Items	Indicators	Disagree	Neutral	Agree	Strongly Agree	Weighted average
Self-evaluation	I assess the effectiveness of my English study	14	20	25	5	2.33

plans.					
I keep records of what kinds of Methods I used for my English study.	12	20	30	2	2.33
I keep records of what I learned from my English study.	18	18	20	8	2.28
I am able to study English without teachers.	18	18	21	7	2.27

The questionnaire result concluded that in general learners are still weak for being autonomous learners. From the four indicators, most of the learners still need guidance to develop their learning. However, the learners prefer to use English Online Platform in because it increases their interest in learning. Therefore, the learners have interest to use English Online Platform in learning.

Conclusion

The research findings reveal several key points. Firstly, the learners' experiences with the English Online Platform are examined. The majority of learners (31.1%) primarily relied on their smartphones, while more than 50% of learners (37.2%) mentioned using YouTube as a platform for accessing lectures. Furthermore, a significant proportion of learners (63.1%) accessed learning resources through various means, including educational videos, web materials, recommended materials from teachers, and educational applications. Additionally, during scheduled times, a notable portion of students (33.1%) relied on video lessons. However, a considerable number of students (26.2%) sought additional sources for individual tasks and assignments during the learning process. Homework and assignments related to learning

activities were performed by most students (31.1%). Moreover, a significant number of students (26.2%) engaged in different activities to develop all four language skills. Similarly, a large portion of students (31.1%) utilized discussion boards to interact with teachers and peers, allowing them to practice their English skills. Overall, the learners' experiences indicate a positive reception and utilization of the English Online Platform for learning purposes.

Secondly, the study explores learners' autonomous learning when utilizing the English Online Platform. Based on the analysis of four indicators of autonomous learning, learners demonstrated their ability to set short-term goals in English learning. Most learners were able to create their own plans aligned with their learning goals. Furthermore, learners exhibited the capacity to select the appropriate English Online Platform that best suited their individual learning needs. However, their autonomy was more evident in the method of learning rather than in the content of English learning. In summary, learners displayed autonomous learning skills when using the English Online Platform for English language learning.

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