



# EFL Students' Learning Autonomy During Emergency Online Remote Learning

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## ABSTRAK

*There are still many obstacles to online learning, such as many students having difficulty learning online. This problem certainly has an impact on student learning outcomes. The purpose of this study is to analyze the strategies used by EFL students in learning autonomy during distance learning and the challenges faced by students. This type of research is descriptive and qualitative. The subjects of this study were students of class XI. Methods of data collection are done by observation and interviews. The instrument used in this research is a questionnaire sheet. The results of this study indicate that the first subject uses four strategies in his autonomous learning during distance learning. The second subject uses five strategies in his autonomous learning during distance learning. The third subject uses four strategies in his autonomous learning during distance learning. The last subject uses four strategies in his autonomous learning during distance learning. The analysis results are supported by student statements obtained through interview sessions regarding the reasons for the strategies used in independent learning. It was concluded that the use of students' strategies had the same objectives according to the current situation within the scope of the lesson.*

## ABSTRACT

Dalam pembelajaran online masih banyak kendala seperti banyak siswa yang mengalami kesulitan belajar online. Masalah ini tentu berdampak pada hasil belajar siswa. Tujuan dari penelitian ini menganalisis strategi yang digunakan oleh siswa EFL dalam belajar otonomi selama pembelajaran jarak jauh dan tantangan yang dihadapi oleh siswa. Jenis penelitian ini yaitu kualitatif deskriptif. Subjek penelitian ini adalah siswa kelas XI. Metode pengumpulan data dilakukan dengan observasi dan wawancara. Instrumen yang digunakan dalam penelitian yaitu lembar kuesioner. Hasil penelitian ini menunjukkan bahwa subjek pertama menggunakan 4 strategi dalam pembelajaran otonominya selama pembelajaran jarak jauh. Subjek kedua menggunakan 5 strategi dalam pembelajaran otonominya selama pembelajaran jarak jauh. Subjek ketiga menggunakan 4 strategi dalam pembelajaran otonominya selama pembelajaran jarak jauh. Subjek terakhir menggunakan 4 strategi dalam pembelajaran otonominya selama pembelajaran jarak jauh. Hasil analisis tersebut didukung oleh pernyataan siswa yang diperoleh melalui sesi wawancara mengenai alasan strategi yang digunakan dalam pembelajaran mandiri. Disimpulkan bahwa penggunaan strategi siswa memiliki tujuan yang sama sesuai dengan situasi saat ini dalam jangkauan pelajaran.

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## 1. INTRODUCTION

Learning is a social process in which students learn not only from their teachers but also from their peers (V. T. Kurnia et al., 2019; Meilani et al., 2020). As a result, learning necessitates a teaching environment as well as student interaction to develop their abilities. The government issued a rule requiring schools to be bold with distance learning for the sake of online government policies, to reduce the spread of Covid-19 (Malyana, 2020; Maulana & Hamidi, 2020; Suriadi et al., 2021). Thus, to keep learning closed globally, students and teachers face social isolation, as a result of the isolation of self-study, to restrain students' focus and concentration the type of online learning is carried out globally (Hutauruk & Sidabutar, 2020; Mpungose, 2021; Prahmana et al., 2021). With the emergence of e-learning, where teaching is done remotely using digital platforms, online learning technology is becoming popular to meet educational needs, and online classes are the only way for schools, colleges, universities, and students to meet the needs in this difficult situation (Herdiana et al., 2021; W. Kurnia & Lena, 2021).

Online learning systems are software or web-based learning that distributes and manages to learn via the internet (Asmuni, 2020; Chang et al., 2020). This learning improves technological advances by directing and designing learning content and facilitating communication between students and teachers. Online learning also includes features such as whiteboards, chat rooms, quizzes, discussion forums, and surveys to allow teachers and

students to communicate and share knowledge productively and conveniently (Hanifah Salsabila et al., 2020; Karasmanaki & Tsantopoulos, 2021). The use of multimedia internet technology can shape the way material and knowledge are delivered. Online learning is learning that brings students and teachers together so that they can carry out learning interactions with the help of the internet (Khusniyah & Hakim, 2019; Sindiani et al., 2020).

However, in online learning, there are still many obstacles. The findings of previous research revealed that there are still many students who have difficulty learning online (Hutaaruk & Sidabutar, 2020; Primasari & Zulela, 2021). In addition, teachers also experience difficulties in creating appropriate learning activities in online learning (Ahmad & Mustika, 2021; Fikri et al., 2021). It is because teachers do not understand online learning activities that are suitable for students. Inappropriate learning activities will certainly affect students' understanding (Tanang et al., 2014; Wicaksono et al., 2018). This is also found in one high school. The results of observations and interviews conducted at SMA Negeri 1 Tejakula also found that learning activities were carried out online. Some teachers still have difficulty applying appropriate learning methods to students. It is because teachers are still unfamiliar with online activities. In addition, some students also stated that online learning activities are boring because learning tends to only give assignments. It certainly affects the students' understanding of learning.

The solution to overcome this is by applying metacognitive strategies that can understand learning material. Metacognitive strategies involve considering the learning process, which includes planning, monitoring, evaluating, and problem-solving (Esi Febrina & Mukhidin, 2019; Kural & Kocakulah, 2016). Evaluate the task's success as well as the success of each type of learning strategy. Cognitive strategies, such as note-taking, summarizing, outlining, practising in naturalistic settings, and formally practising structures and sounds, allow the learner to manipulate language material in direct ways (Khoiriah, 2015; Van Der Horst & Albertyn, 2018). Applying, highlighting, and elaboration are all examples of cognitive strategies. Learning autonomy strategies into three categories: cognitive strategy, metacognitive strategy, and socio-affective strategy. Metacognitive strategies involve thinking about the learning process, which includes planning, monitoring, evaluating, and problem-solving. Cognitive strategies involve analyzing and synthesizing information (Abendroth & Richter, 2021; Royanto, 2012). Socio-affective strategies involve collaborating and doing relaxation-oriented activities (Redondo et al., 2020). The ability of students to monitor and be aware of their learning process is referred to as a metacognitive strategy. The majority of metacognitive learning strategies' literature is associated with the area of self-management skills.

Metacognitive strategies were classified as planning, monitoring, problem-solving, and evaluating (Abendroth & Richter, 2021; Koçak & Boyacı, 2010). A cognitive strategy is specific steps or steps that students take to fulfil learning tasks. Making a decision, translating, summarizing, linking with prior knowledge or experience, applying grammar rules, and guessing meaning from texts are examples of cognitive strategies (Berger & Karabenick, 2016; Royanto, 2012). Temuan penelitian sebelumnya menyatakan bahwa strategi metakognitif dapat digunakan dalam pembelajaran (Abendroth & Richter, 2021; Koçak & Boyacı, 2010). Temuan lainnya juga mengungkapkan strategi metakognitif dapat meningkatkan pemahaman siswa (Berger & Karabenick, 2016; Royanto, 2012). There is no study on EFL Student Learning Autonomy During Emergency Online Distance Learning. This study aimed to analyze the strategy used by EFL students in learning autonomy during distance learning and to analyze the challenges faced by EFL students in their learning autonomy during distance learning.

## 2. METHOD

This research was conducted to identify the purpose of using learning autonomy strategies by students at SMA Negeri 1 Tejakula during online learning. This research was designed by the researcher using descriptive qualitative research. The chosen subject was for EFL students. One of the public schools in Buleleng Regency was the chosen place where this research was conducted. Specifically, the four students in the science major, eleventh-grade students in SMA N 1 Tejakula. From two science classes, the data were obtained only from two students in each two science classes of eleventh grade. In the study that was conducted by the researcher, based on the considerations, it was determined that two of the instruments were used to collect the data. The two instruments were observation and interview. Data collection by observation and interviews resulted in abundant data sources from the observation sheet and students' interview answers. The data sources collected from the observation and interview were analysed by using three steps of data analysis, including data reduction, data display and data verification

### 3. RESULT AND DISCUSSION

#### Result

This study aimed to find out how students use learning autonomy strategies. The researcher found that there were three types of learning strategies by the students in an online class. The three learning strategies were summarizing, note-taking and effective communication. In this regard, from the results of observations and interviews. The decision was taken from the current class situation. The students also stated that the learning autonomy strategies become the foundation for the success of the learning process. The data collection was done in 1 meeting for each student. The 1 meeting was held on March, 28 and 31, 2022. The 1 meeting was carried out online through Google meet. In a meeting through google meet, the teacher starts the lesson which briefly contains the objectives and material to be studied by the students, mostly in the observation period, the researcher has found students who only listen to the teacher's explanation, but the researcher has found the subject doing things like summarizing and note-taking. The strategies used by students at meetings using google meet showed in Table 1.

**Table 1.** Autonomy Learning Strategy Used By Students Through Google Meet.

Subject	Platform	Cognitive	Metacognitive	Socio-affective
Student 1	Google meet	Summarizing,	–	effective communication
Student 2	Google meet	Note taking,	–	–
Student 3	Google meet	–	–	–
Student 4	Google meet	Note-taking	–	–

In Table 1 it can be seen that the four subjects used one part of the socio-affective, namely, effective communication. It can be known because the student was actively asking and answering during observations via Google Meet. In observations through Google Meet, there were no students who used metacognitive strategies, due to distance limitations and the researcher could only observe the movements of students' faces and hands. In the cognitive strategy section, 2 students took notes during observations through google meet, and only 1 student did summarize. The researcher knew that the student summarized after asking again via WhatsApp, and only 1 student did nothing, no more strategy was found apart from taking notes and summarizing in the cognitive strategy. Results of interviews conducted with students showed in Table 2.

**Table 2.** Results of Interviews Conducted with Students

No	Indicator	Statement
1	Summarizing	<i>"For the reason, because from me summarizing, I can only take the important points to remember when taking a test or question and answer, but there are also teachers who tell me to summarize and during the test, you can see the summary"</i>
2	Effective communication	<i>"The reason is that from us asking the teacher, I can find out things that I don't understand, even though they can be searched on Google, but I still have to ask the teacher, because Google is often wrong. In addition, through us answering the questions given by the teacher we can get a plus"</i>
3	Note-taking	<i>"To make it easier for me to remember lessons, at home so that it is easy to understand, and when there will be a test so that it is easy to learn". "At the time of daily assessment, it is easier for me to learn"</i>

The aforementioned observations were supported by student statements during the subsequent interview session. The above observations were supported by student statements obtained through interviews with the first subject who used the summarizing strategy. According to the statement above, summarizing by only taking the important points can make it easier to remember if there was a test or question and answer. Aside from that, some teachers recommend summarizing because they are permitted to see the summary during the test. From the results of the above observations and supported by student statements through interviews with the first subject who used Effective communication strategy. During the Google Meet observation, the researcher discovered an effective communication strategy used by students while learning. This is supported by student statements obtained through interviews. According to the subject's statement about the reasons for using an effective communication strategy, the reason is that they can ask the teacher about the material given, and they

can find out things that have not been understood. The subject also stated that, while it can be searched on Google, Google sometimes doesn't relate or is frequently incorrect. Why is it asked about the subject? One way to learn things about the subject that are not yet known is to ask the teacher. Furthermore, in addition to asking, the subject is also active in responding to questions from others.

The above observations are supported by student statements in the following interview session. The results of the above observations and supported by student statements through interviews with the second subject who used a note-taking strategy. During the Google Meet observation, the researcher discovered a note-taking strategy used by students while learning. This is supported by student statements obtained through interviews. Based on the statement above, the researcher inquired as to the reason for the subject's use of this strategy. During the interview, the subject explained that she used this strategy because it helped her remember the subject matter and understand it better if she saw her notes; additionally, notes help when there will be a daily test because they can be learned again from the notes. The goal is to facilitate their learning process. It was also supported through interviews conducted with the teacher; the use of classroom language to motivate was based on the teacher's efforts to arouse students' enthusiasm for learning. Classroom language served to make students more active and challenged to use English. Focusing on the goal of increasing student motivation in learning, indirectly the classroom language used by the teacher also encouraged students to be more competitive. During the observation period, it was found that the characteristics of the classroom language used by the teacher to motivate contained elements of verbal or spoken reinforcement. The above observations are supported by student statements in the following interview session. The results of the above observations and supported by student statements through interviews with the fourth subject who used a note-taking strategy. During the Google Meet observation, the researcher discovered note-taking strategies used by students while learning. This is supported by student statements obtained through interviews. The researcher inquired as to why the subject employed this strategy. She stated that she used the note-taking strategy because it would be easier to learn again later if there was a test or something else.

## Discussion

In online learning, students are required to be able to learn independently (Anugrahana, 2020; Batubara & Batubara, 2020). The ability of students to direct their learning is called learning autonomy (Nurvrta, 2020; Suardana, 2012). The term autonomy in language learning is a desirable goal for pedagogical and practical reasons, but the role of the teacher is emphasized. Learner autonomy is the ability to direct student learning. Learner autonomy implies that students have the option of achieving their objectives (Benson, 2016; Yuzulia, 2020). Learner autonomy occurs when students in situations where they are completely self-taught apply skills for self-direction and capacities supported by their education, and students take responsibility for themselves to achieve their own goals. Learner autonomy is a situation in which students are fully responsible for all of their learning-related decisions (Bharathi, 2014; Gharti, 2019).

Learner autonomy includes the ability to make decisions, work independently, be responsible for their education, and be motivated by their learning (Boyadzhieva, 2016; Hawkins, 2018). Learner autonomy in language education is defined by various terms such as "student independence," "self-directed," and "self-directed learning." Learner autonomy as a social process can be said from the standpoint of knowledge and the role of students in the learning process (Szócs, 2017; Weinstein & Preiss, 2017). Learner autonomy has long been touted as the ultimate goal in education, particularly in foreign language/second language (FL/SL) education. It is frequently used to denote students' active participation in learning activities (Salam & Miriam, 2017; Weinstein & Preiss, 2017).

In online learning, students have their learning strategies. The learning strategy that is often used is taking notes. Based on students' opinions, notes help when there are daily tests because they can be studied again from notes. It can be concluded that the note-taking strategy aims to facilitate the student learning process. It is supported by previous research, which states that student learning strategies that make students feel comfortable will make students happier in learning (Firmansyah, 2013; Suhendro, 2020; Widyantari et al., 2019). Other research also states that students who are highly willing to learn will certainly affect student learning outcomes (Raharja et al., 2019; Rahmayani & Amalia, 2020). It can be concluded that learning strategies have an important role in determining student success in learning. Appropriate learning strategies can make it easier for students to learn so that it has an impact on increasing student understanding (Agustin et al., 2021; Khoiriah, 2015). This research implies that the strategies used by students in online learning can make it easier for students to learn so that it has an impact on students' interest in learning which is getting higher.

## 4. CONCLUSION

Based on the analysis and discussions that have been carried out by the researcher, it can be seen that various strategies were found during the observation, the most dominant strategies found were note-taking. This

is supported by the subject's statement in the interview session, the subjects use the strategies because those strategies must be used in online learning so that the learning process runs smoothly. And other strategies are used according to the needs of the subjects.

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