

LEARNER AUTONOMY IN ACCESSING WEB-BASED EFL LEARNING; CASE AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF PONOROGO

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Abstract

Web-based learning gives student more opportunities with resources than learning in a traditional class. Therefore, this research is also to find out how learners can be independent in accessing web-based resources. This research was qualitative descriptive research with the research subjects were sixth semester students of English Education Department, University of Muhammadiyah Ponorogo. The number of participants was 12 students. Data collection techniques in this study were conducted through interview techniques and distributing questionnaires through google form. The data analysis technique used three analytical techniques consisting of data reduction, data presentation, and drawing conclusions. results of this study showed that lecturers were directly involved in student learning, whether through online or face-to-face instruction, that was crucial for aiding comprehension of the lecture material. Tasks that must be completed within a period of time through web-learning will help students increase their learning independence. Web-based learning increased students' independence by enabling them to take advantage of flexible study time. Based on the results of the study, it showed that face to face or offline learning is more effective because the lecturers would gave the direct guidance or experience. Besides that, students have more opportunities and choices in their language learning through web-based learning.. Web-based multimedia assisted teaching provided students with more chances and choices in their language learning.

Keywords: *Autonomous Learning, Web-based Learning, Language, Online*

INTRODUCTION

Nowadays, the world has entered the era of globalization with rapidly developing information technology. The advancement of information technology has the potential to improve performance and enable various activities to be completed quickly, precisely, and accurately, thereby increasing productivity (Maghfiroh *et al.*, 2020). Besides that, the world today is in need of human capital that is more competitive. A competitive person is known for being innovative, creative, proactive, motivated, highly skilled, flexible, and available, and most importantly, capable of complex and critical thinking (Yunus, Dalila and Arshad, 2017). All of those characteristics will shape the student's ability for being learner autonomy.

Learner autonomy is very important for students to access learning materials independently, leading them to ask questions when they don't understand the material from the teacher, being able to evaluate their own learning and accessing material anywhere and anytime (Oishi, 2020). Even now, students can access the material independently anytime and anywhere through WEB-based learning.

Web-based learning is seen as advantageous to the student. Web-based learning may accommodate student tendencies in learner-centered learning, expand the learning environment, and is already viewed as a common teaching and learning occurrence in higher education. It is effective for organizing, presenting, and managing courses; it also makes it easier for the teacher to communicate with the students, making them feel like they are part of a community, which results in deeper knowledge and a higher score. Websites can help students learn outside of the classroom by scaffolding their learning and assisting them in addressing gaps in their knowledge and understanding (Shen, 2014). It also increases their self-determination, which is related to learner autonomy.

Senyuva and Kaya (2014) studied the effect of autonomous learning readiness using web-based learning and found that it made students more consistent, goal-oriented, and confident. They also found that web-based learning influences students' autonomous learning skills and self-control. Suryatiningsih promoted web-based learning, which reduced the burden on students by allowing them to take a distance learning course, share, and collaborate with their peers and teacher (2017). On the other hand, there were some issues with implementing web-based learning in the Indonesian context. According to the findings, students are dissatisfied with web-based learning. They are dissatisfied with the poor media, the lack of teacher-student interaction, and the fact that discussion and feedback are not as effective as in a face-to-face classroom setting (Elida, Nugroho and Suyudi, 2012)

In this study, the subject of the research is sixth- semester students in the English department of the Muhammadiyah University of Ponorogo, because the English department learners commonly used WEB-Based in autonomy learning. As a result, returning to the title of the study, "Learner Autonomy in Accessing Web-Based EFL Learning; Case At English Department of Muhammadiyah University of Ponorogo," the researcher is curious about how the learner can be autonomous in accessing web-based.

There are two types of autonomous learning: completely autonomous learning and teacher-guided autonomous learning. The former refers to a learning process in which students determine their own goals, tasks, techniques, and assessments, whereas the latter refers to a learning process in which the teacher serves as an instructor to some extent (Jing, Chen and Li, 2014). Individuals engaged in autonomous learning commonly generate meaning through interactions with one another and with the world around them (Rasmitadila *et al.*, 2020).

Similar to the explanation above, autonomous learning is founded on the premise that if students are involved in decision making regarding their own language ability, they are more likely to be excited about learning. There is agreement that the practice of learner autonomy necessitates insight, a good attitude, and the ability to reflect (Hendar, 2015). Furthermore, autonomy can be viewed as a part of an individual process in which the teacher is merely an

observer or a classroom guide, but it affects much more: it involves raising students' awareness of their responsibility as language learners, as well as knowing themselves and understanding their goals and work both inside and outside the classroom (Ahmad and Razeq, 2014).

Students have more opportunities and options to learn a language when using web-based learning than when learning in a traditional class. Web-based learning frequently has a lot of information, media resources that are tightly integrated and interactive, and a variety of visual effects (Tseng, Liou and Chu, 2020). In comparison to traditional language learning methods, it has a lot more benefits. For instance, it offers the perfect setting for independent language learning. Learners have flexible access to information and can decide what to read, how long to study, and how frequently to read or practice. Additionally, it can offer a real-world setting or context for autonomous learning (Jing, Chen and Li, 2014). Learning resources and tools are available anytime, anywhere, to students, teachers, and even parents. Parents and teachers can conveniently check on their children's educational progress. summarizes the benefits of web-based autonomous learning as being more independent, better able to record information, more dependent on peer feedback, and more prone to collaboration (Hendar, 2015).

