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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 (Ois, 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).

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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 (Zasmitadila *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).

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METHOD

Qualitative research is a research conducted to capture the meaning (meaning/understanding) of an event, symptoms, facts, events, reality, or a particular problem. According to Creswell (2009), a qualitative research procedure generates descriptive data from people's spoken or written words and observed behavior. In this study, the researcher employs a descriptive qualitative research methodology with the goal of describing existing phenomena, including both natural and artificial phenomena. Muhammadiyah University of Ponorogo was the site of this investigation (UMPO). The School of Education was located in the Ponorogo. The participants of this study was sixth-semester students in the English Department at Muhammadiyah University of Ponorogo. There were a total of 12 participants. The reason why researchers chose sixth semester because they have taken several courses like in Research on ELT, Text Book, and Translation on Written Text that were taught by lecturers with access to Bebas UMPO of web based. This study has been held in February-July 2022. In this research, the researchers used questionnaires and interviews to collected the data. The questionnaire sheet was distributed to 6th semesters to find out information that the researcher needed. Researchers used the interview to get complete information that not catch in the questionnaire. After the data is collected, the next step was data analysis. The final step was to report the results of the research data that has been previously analyzed to become a complete study.

In this study, data analysis was done by three concurrent activities: data reduction, data display, and deriving conclusions or verification (Sugiyono, 2018:246). Analyzing qualitative data requires repetitive, continuing work. The issue of data reduction, data presentation, and conclusion was a chain of related analysis operations.

RESULTS AND DISCUSSION

Results

The following is the delivery of the results of the interviews that have been processed by the researcher. Interview data were taken by interviewing respondents from the research in the questionnaire. Here is the results:

Does the ability to access course materials independently through the Web help students enhance their skills and independence? Why?

Student A said that it was beneficial. When the students were given individual or group assignments and permitted free access to research references and answers via the Web, They were able to learn a lot of stuff that they missed from the lecturer's explanation by using numerous platforms, such as Wikipedia, YouTube, and Google School. On the other hand, students B and C answer with their different perspectives. The students state that an explanation from the accompanying lecturer is required for better understanding. So doing it offline will be more effective. Face-to-face or direct learning makes lecture material easier to comprehend.

Does the Web work assigned by the lecturers help students increase the quality of their learning? Why?

Based on students A and B's experiences, by utilizing information and the accessibility of websites as additional media to assist students in completing assignments, the existence of assignments over the web can enhance learning abilities and capabilities. Besides, student A state that could measure the abilities and the degree of knowledge that are mastered and comprehended by the students of the subject matter through these autonomous works. The difference revealed by Student C is that when material is transmitted directly, it is easier to comprehend. Students will find it simpler to dig a bit deeper into the content being studied from one source, such as the lecturer, with the benefit of interaction and discussion between lecturers

and students. Additionally, it will foster a positive connection between teachers and students, resulting in a dynamic and engaging learning environment.

Does adopting web-based learning for learning activities assist students in assessing their abilities to learn independently? Why?

Student A states that the level of material understanding can be determined by the students on their own. Students will thus be aware of their level of material mastery. Students will independently browse the web to learn more about the subject or question instructors or classmates if they feel they do not understand it. According to the students, it would be preferable if they were given a group assignment after receiving the material that day. Thus, there will be no justification for web-based learning being unproductive because students will be able to communicate with one another without being separated. Students' B and C have different points of view. Students B and C believe that seeking advice from Lecturer and friends is necessary because learning evaluation is too difficult to complete by oneself. Because self-evaluation may occasionally be misleading in an effort to hide flaws from others. Finally, we have a propensity to embellish the truth and search for excuses to maintain our good reputation, especially with lecturers.

What are the benefits of autonomous web-based learning for students in terms of developing their sense of self?

Students A and B assume that they ought to be capable of identifying their own pluses and minuses since they ought to be students. Students become more aware of their capabilities through autonomous activities that they complete both individually and in groups, and so they need them to access websites. This increases their appetite for information and their desire to learn more about the subjects they are already studying. In short, having to learn web-based enhances an individual's quality of life by utilizing the many facilities and flexibility offered by the web and other auxiliary applications. But Student C considers that online self-study cannot raise students learning integrity. Due to the various ways that students learn. Student C is a representation of the average student who requires direct instruction from the lecturer throughout the discussion in order to comprehend the content. Student C will have trouble understanding the content if it is not explained by the relevant lecturer if they are given an independent assignment and told to search for materials or references online.

What are the benefits and drawbacks of self-directed online English learning?

Students A and B have many similarities in terms of benefits and drawbacks. They consider the fact that the information can be easily accessed from anywhere at any time to be a benefit of self-study online. Students also have plenty of time to look for additional resources. Web-based learning's disadvantage is the infrequent supervision by the lecturers in charge of the course material. Most lecturers basically offer assignments; they don't direct or supervise students in any other way. There are circumstances when it is tough for students to locate sources of educational resources that meet the standards set by the lecturer. Another drawback of this approach is that learning content presented as a theory can be challenging to comprehend. Student C believed, however, that online self-study was not particularly helpful for students even though, despite their knowledge and flexibility, they may not have obtained a complete understanding of the material, and their understanding may not have been validated.

The Result of Questionnaire

The researcher distributed questionnaires in order to obtain more reliable data. This was conducted to identify the methods and procedures used by students to access the Web on their own. As previously stated, the University of Muhammadiyah Ponorogo's sixth-semester class of 12 students took this questionnaire. The table below presents the questionnaire's results.

Table 1. The result of the questionnaire

No	Question	Yes		No		Total
		Σ	%	Σ	%	%
1.	I frequently learn how to use the web of English through online learning.	11	91,7%	1	8,3%	100
2.	Learning activities on Web-Based Learning help me evaluate my online learning skills independently.	11	91,7%	1	8,3%	100
3.	Online learning activities make me an independent learner.	10	83,3%	2	16,7%	100
4.	Online learning provides broader opportunities to learn the material.	9	75%	3	25%	100
5.	Online learning activities encourage me to be honest, responsible, and disciplined.	4	33,3%	8	66,7%	100
6.	Online assignments provided by online learning help to improve my ability to access the internet.	11	91,7%	1	8,3%	100
7.	The difficulty level of the tasks presented online for learning is according to my ability level.	10	83,3%	3	25%	100
8.	I will seek understanding by asking if I have difficulty understanding lecture material online.	11	91,7%	1	8,3%	100
9.	I feel it is more effective to learn learning materials online.	7	58,3%	5	41,7%	100

The researcher obtained some data from the answers to the above questionnaire that can help the researcher respond to the study's inquiries concerning the procedures and methods used by students to use the world wide web on their own. According to the survey's findings, up to 11 people agreed to point 6's request for an online task that would enable independent web access. It may be inferred that one of the strategies lecturers might employ to enable their students to independently access the Web is to provide them with both solo and group homework during and after class.

Discussion

From the results above, it can be concluded that face to face or offline learning is more effective because the lecturers would give direct guidance or experience. The presence of lecturers plays an important role for students to understand the course well. Face-to-face or offline meetings are useful for concentrating on material or directing guidance, especially when the problem is very complex or challenging to understand. This is in line with research from Suryatiningsih that the presence of lecturers greatly determines the occurrence of learning (2017). Likewise, due to a variety of reasons, the lecturer may occasionally be unable to attend class; therefore, WEB-based learning is used to support learning continuity (Maghfiroh *et al.*, 2020). So, students believe that the existence of tasks that must be completed within a period of time through web-learning will help students increase their learning independence. After the tasks are collected, usually the lecturer will provide feedback but very rarely provide explanations. The results of the interviews above show that students almost never receive feedback from lecturers when learning via the web. Rarely do lecturers actually evaluate students; sometimes they are simply

given homework, collectively or individually. Students will independently browse the web. If they do not understand an assignment, they will seek clarification from the lecturer or classmates. As facilitators of web-based learning, lecturers must have broad insight, understand technology, and have resources in creating web-based learning materials. Lack of dedication and lack of technical skills of lecturers are the causes of low timeliness of attendance and speed of feedback (Elida, Nugroho and Suyudi, 2012). Furthermore, web-based learning improves an individual's quality of life by allowing them to take advantage of the numerous facilities and flexibility provided by the web and other auxiliary applications. This is also consistent with Willmot and Crawford's observation that learning through Web-based learning allows them to readily exchange ideas. Web-based learning can help since it is capable of accessing information, developing ideas and constructing them, generating ideas methodically, and enhancing problem-solving, experiential experience, and communication skills (2007). Web-based learning can provide feedback, record the information, and track student learning progress in terms of challenges and immediate achievement (Cook, 2007). Learners can obtain information in a flexible manner, choosing what to read, how long to study, and how many times to read or practice. It can also provide an authentic or situated learning environment for self-directed learning (Jing, Chen and Li, 2014). The benefit of web-based learning is that information can be easily accessed from anywhere at any time. Students also have ample time to seek out additional resources. Students can access the web whenever they want, day or night. Flexibility is another benefit of joining an online discussion group. Although it is limited by the requirement to respond to other group members' emails promptly and within predetermined schedules. It also offers flexibility in participation timing as well as flexibility in physical location (Cook, 2007). The lack of supervision by the lecturer in charge of the lecture material is a weakness of web-based learning. Most lecturers simply give students assignments; they do not direct or supervise them in any other way. In some cases, students may have difficulty locating educational resources that meet the lecturer's standards. Online discussion groups have a unique social structure that is different from a small group meeting in person.

CONCLUSION

Students think that face to face or offline learning is more effective because the lecturers will be give the direct guidance or experience. Besides that, students have more opportunities and choices in their language learning through web-based learning. Additionally, it can offer a real-world setting or context for autonomous learning.

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