

## Students' Autonomous Learning in Online Class

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### ABSTRACT

This research aims to describe the students' autonomous learning in online class and find out the problems in online class at University of Pahlawan Tuanku Tambusai. This is a descriptive research. The participants are the second, fourth, and sixth semester students of English Language Education Study Program. The researchers used questionnaire as the instrument. There were two results gained from the study. First, based on the discussion on the implementation of autonomous learning, autonomous learning was implemented by integrating metacognitive strategies that use learning process, planning for learning, monitoring the learning task, and evaluating. Second, based on the discussion, the students' perception of autonomous learning in online class, most of the students had positive perception of autonomous learning. The students become more active learn in online class. The students could design the learning material independently. However, there are some difficulties in implementing online learning activities, students have limitations in understanding the material they learned. With respect to research findings, it has to be designed based on the learning process as usual. It is just that in this case students were not familiar with the independent learning process in online classrooms.

Keywords: ***Autonomous Learning, Online Class***

### INTRODUCTION

The emergence of revolution industry 4.0 has been attracted people's interest to get involved in. The rapid growth of technology cannot be denied. It is always offer positive effects to the targeted person. These positive effects can affect from various fields, one of them is education. As for the influence of this revolution is the use of technology as a tool in education that is expected to be able to produce outputs that can follow or change the times for the better things.

Online class is an alternative offer in the side of technology involvement in education world. In Indonesia, the implementation of online learning has been started sincethe 1950s. In short, it is not a new thing. However, people's awareness is highly increased. Online class or online learning or known as e-learning by definition is a form of independent study (Serdyukova & Serdyukov, 2013). E-learning is electronic learning that uses technology and information. E-learning by (Dunn et al., 2011) is organized with the purpose of learning to use an electronic system or computer also to be able to support a learning process. Based on this opinion it can be concluded that e-learning is a learning process that is supported by an electronic or computer system as a learning medium.. Online class can be grouped into three development phases, namely: the introductory, socialization and innovation phase. The online education model that has been applied in Indonesia is correspondence studies, Palapa satellites,

communication systems via radio, audio tapes, slide tape programs, videos, television, Nusantara 21 electronic communication systems, and video technology conferences.

Online class is commonly referred to intentional use of network information and communications technology in teaching and learning. The main advantage of online class is the increasing of the engagement; attendance and motivation of students which are requisite for learning. By advance of Web and internet; English learning improve significantly because internet has its own language and logic and in which it is not limited to one culture. Indeed; learning English via internet challenges traditional from of learning. Internet is a virtual English environment. People become autonomous by using internet and people can independent from books and teacher such as chartrooms and mass media which increase the oral proficiencies of learners. The use of mass media such as books and manuscripts and internet media (like blogs; message boards; podcasts; and video sharing ) are another faces of online learning. Although using mass media and internet media are challenging and time consuming. They provide teacher and students with creative and practical ideas (Mohammadi et al., 2011)

Currently situation is highly motivated the school, the institution in providing online class. It is also implemented at Universitas Pahlawan Tuanku Tambusai, the teacher utilizes technology in the teaching and learning process. The teacher prepares teaching materials according to the material to be taught. After preparing the materials, teachers share into a group application or on social networks. There is also commonly used is WhatsApp, Google Classroom, Moodle, webex, and Zoom. Online class can be effectively determined student's participation. In this case it is very important to be associated with autonomous learning in the online class environment, because students are required to be able to study independently.

Benson (2001: 49) cites (Agnes, 2009) states three important aspects of learning autonomy, including learning management, cognitive processes, and learning content. Control over learning management points to the behaviors the learners employ to handle the planning, organization, and evaluation of the learning . Management as behaviors related to time allocation, making plans and developing one's own learning contracts. In this regard, the behaviors are closely related to the metacognitive strategies. Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating.

Autonomy in language learning nowadays has been a topic of widespread discussion among experts in learning. In the early of 21<sup>st</sup> century, a switch was noticed in the emphasis of distance education from structural to transactional issues related with teaching and learning, introducing the post-industrial model which focuses on constructs such as autonomy and interaction (Fotiadou & Angelaki, 2017). Autonomy mainly refers to the learners' freedom to plan, to realize, to assess and to take responsibility of their own learning. Throughout all of its stages, learners interact with the problems that they encounter, looking for proper ways to deal with and are gradually led to knowledge acquisition.

University of Pahlawan Tuanku Tambusai uses several learning medias in the teaching and learning process. Some of them are WhatsApp, Google Classroom, Zoom, Moodle, Edmodo Webex etc each has advantages and disadvantages. The English Language Education of University of Pahlawan Tuanku Tambusai produces English teacher candidates. Within this context, it deals with both adult learners and

language learning. Considering that, it is highly important to promote autonomous learning in both language and adult learning, the English Language Education Study Program therefore, becomes the right setting to promote autonomous learning.

Based on the informal interview with the students of the English Language Education Study Program on the second, fourth and six semester, the researcher found that the teacher applied online learning in class. This class has been in effect since the holidays caused by the Corona Virus Disease 2019 pandemic (COVID19). However, the teacher still controlled the students as long as the online class runs. In the teaching and learning process the second semester class, the teacher used the learning media WhatsApp, Moodle, Zoom, and Webex because of not allowed to do learning on campus. While the learning model in the fourth semester include WhatsApp, Moodle, Zoom, and Google Classroom. As well as the sixth semester used WhatsApp and Moodle as media in learning.

Fotiadou & Angelaki (2017) found that revealed the existence of a positive correlation between all three subscales of autonomy, namely sensibility to others, ability to manage new situations and self-awareness, and student-student interaction. A significant positive correlation was also observed between self-awareness and tutor-student interaction. (Serdyukova & Serdyukov, 2013) found that a self-sufficient, autonomous learner is more efficient than teacher-dependent student. Though online education offers students significantly greater choices and more freedoms for independent learning compared to traditional campus-based programs, college education based on instructor-centered teaching approach still rigidly controls both the learning content and process thus restricting students' initiative and flexibility. The students need motivation in autonomous learning, it is related the students' level of oral communication apprehension. Hardi (2018)

Dealing with the potential benefit offered by online class activities, a research on the factors supported the process is highly needed. The research on student's autonomous learning in online class activities is highly necessary to be conducted.

## **METHOD**

This research employed descriptive research conducted at University of Pahlawan Tuanku Tambusai. According to Gay (2000:275) cites (Hardi, A.V, 2019) descriptive research determines and describes the ways things are. Gay (2000:276) cites (Marleni, 2019) the descriptive research involves identifying the problem, selecting the participants, collecting valid and reliable data and analyzing and reporting the conclusion to answer question concerning the current status of the subject of the study. Related with the research design, the data obtained comes from the factual condition. It is in line with Ratna (2006:53) cites (Ayu & Viora, 2019) states that analytic descriptive is designed used by describing the findings and following by the analysis of the findings itself.

Based on explanation above, it can be concluded that descriptive research is a research to analyze and describe the characteristics of the population or phenomenon that is being studied. This research is analyze students' autonomous learning in online class.

## **FINDINGS AND DISCUSSION**

### **1. The Description of Data**

This research was conducted at English Language Education Study Program

University of Pahlawan Tuanku Tambusai on the second, fourth, and sixth semester. It focused on learning process via online mode. The Second semester students were taught through Whats App, Moodle, Zoom, and Webex media . The fourth semester students were taught through Whats App, Moodle, Zoom, and Google Classroom media. The sixth semester students were taught through Whats App, and Moodle as learning media. In this case to describe the students' perception on autonomous learning, the discussion of students' perceptions on previous experience, teacher's role, student' role, group-work's role, students' perception of the teacher's role, students' perception on the students' role, students' perception of group work, and students' perception of the process of autonomous learning in online class.

In order to answer the research questions, the researcher employed questionnaire as its instrument. The questionnaire was applied to investigate the students' perceptions on autonomous learning in online class. The researcher administered questionnaires to the respondents. The researcher administered the questionnaire on July 27, 2020 and returned on July 29, 2020, some students returned it on July 30<sup>th</sup>. The researcher administered a questionnaire to class representatives or one person each semester, then after all of files were collected each representative sent back the results of the questionnaire that had been filled in by the respondents to the researcher. Total of respondents was to 82 students from three semesters. The statement in questionnaire consists of 50 statements that must be filled in. The responses were categorized from strongly disagree (SD), disagree (D), uncertain (U), agree (A), and strongly agree (SA).

## 1. Research Findings

### a. Questionnaire

#### 1) Students' Previous Experience

The first subsection discusses the students' perception of the students' previous experience on autonomous learning. Table 4.1 summarizes the students' previous experience in learning autonomy.

Table 4. 1

*Student's Previous Experience in Autonomous Learning*

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I have experienced of being assigned to make a particular project on my own/group	0	4.87	41.46	36.58	17.07
2	I have experienced of given freedom to decides what I learn and what I make on my own/ group	3.65	8.53	19.51	68.29	0
3	I enjoy the learning when I was given freedom in my learning	0	9.75	8.53	36.58	45.12

<b>Total</b>	1.21	7.71	23.16	47.15	20.73
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Resource : (Agnes, 2009)

SD: Strongly Disagree A : Agree

D: Disagree

U : Uncertain

SA: Strongly Agree

From the three indicators about previous experience in autonomy learning or independent learning, it can be concluded that students were familiar with independent assignments. There were 41.46% (34) respondents reported uncertain. Perhaps they were accustomed to self-assignment, explained by some of their assumptions. They said they had previous independent learning experiences. In online learning, they have difficulty in mastering the material they learned. They prefer to study face-to-face, because the lecturer explains the material before giving assignments to students. Whereas in online learning it is not, so it is considered difficult for students.

Meanwhile for independent freedom, when they were given the choice to determine what they would and what they wanted to learn, the results were 68.29% and 36.58%. It means, when they are given assignments, they were not used to independent tasks. That is, maybe when lecturers give assignments with online learning mode, for example sharing assignments with online media, they are not familiar with it. Students are familiar with the teaching method described first and then given exercises.

## 2) Teacher's Role in Autonomous Learning in Online Class

This subsection discusses the transfer of learning responsibility from the teacher to the students. In order to find out how the learning responsibility was transferred, the researcher analyzed the data on the teacher's role and students' role in learning.

Table 4. 2

*Teacher's Role in Autonomous Learning in Online Class*

Ti	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	My lecturer decides the topic to be explored in online class	8.53	39.02	6.09	42.68	3.65
2	The lecturer determines the goal of the learning in online class	7.31	37.80	4.87	40.24	9.75
3	The lecturer makes the learning plan in Online class	9.75	6.09	48.78	30.48	8.53
4	My lecturer decides the material to be learn in Online class	8.53	39.02	17.07	24.39	10.97

5	The lecturer gives solution to my problems	21.95	9.75	31.70	25.60	10.97
6	The lecturer evaluates the students' progress	2.43	35.36	15.85	41.46	4.87
<b>Total</b>		9.75	27.84	20.72	34.14	6.29

Based on Table 4.2 there are three major roles that were played by the teacher. They were making the evaluation, being facilitator and stating the learning goal. Making an evaluation was considered as the teacher's duty as a teacher of a subject matter as well as stating the learning goal. In this case, the learning goal referred to the goal of the whole learning in online class. Facilitating the learning was considered as the teacher's role which supported autonomous learning. In this way, the teacher helped the students to solve their problem when they need helps. Making the learning goal in a course was considered as one of the teacher's duty of a teacher of a subject. The learning goal is stated in the syllabus.

Based on table 4.2, it could be concluded that the teacher decided not decides the material to be learn in online class but there was no learning plan or maybe no student learning plan (RPS) was distributed. Maybe the teacher has conveyed the learning objectives but they do not understand 48.78% (40) respondents reported uncertain (statement number 3. Statements related to the lecturer gave solution to my problems there were 31.70% (26) respondents reported uncertain. It means that the role of the teacher in providing solutions to learning problems is needed. They claim that the teacher provides solutions to them about the problems they have about the material they are studying. In addition, online learning which is considered difficult really needs the role of the teacher. The role of the teacher is considered important to ensure that students understand the material.

### 3) Students' Role in Autonomous Learning in Online Class

Table 4. 3

*Student's role in Autonomous Learning in Online Class*

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I decide the topic to be explored in Online class by myself	14.63	20.73	54.87	6.09	3.65
2	I determine the goal of my learning in Online class by myself	13.41	43.90	26.82	4.87	10.97
3	I really understand what should I do in Online class	37.80	23.17	21.95	13.41	3.65



4	I make my own learning plan in Online class	7.31	15.85	47.56	23.17	6.09
5	I decide the material to be learnt in Online class	13.41	48.78	20.73	17.07	0
6	I evaluate my progress by myself	7.31	0	41.46	36.58	14.63
<b>Total</b>		15.64	25.40	35.56	16.86	6.49

Table 4.3 shows results suggested that students don not had greater opportunity to control their own learning. Some students were uncertain with their role in the learning evidenced by most students reported uncertain 54.87% (45) respondents. It means that they have difficulty in deciding the topic to be explored in online class by own class. This shows that they depend on the role of the teacher in this regard. Although some of them could find the material they need via the internet. Besides that, the highest average of students is also shown in the statement I make my own learning plan in online class 47.56% (39) respondents reported uncertain. It means that most of them do not make lesson plans. It is because they do not understand about it. The reported of highest average uncertain is also found in the statement about I evaluate my progress by myself 41.46% (34) respondents.

These results indicates that those students were doubt with their roles in the learning. Students considered that they did not really understand what they should do in their learning, make learning plan, decide the learning goal, the topic and the material to be explored and evaluate their progress by their own. The results imply hat these students did not take charge of their roles.

Autonomous learning implemented in online class had changed the students' roles from a passive learner to be an active learner. The results illustrate that most of the students of online class don't were responsible for making the planning, which consisted of goal and strategies, defining the contents of learning by deciding the topic and the material to be learnt, and evaluating their progress. Evidenced by 43.90% choosing disagree to statement number 2, 37.80% choosing strong disagree to statement number 3, and 48.78% students choosing disagree.

**4) Group-work's Role**

*Table 4. 4*  
*Group-Work's Role*

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I have a group in which I can work together	0	20.73	17.07	57.31	4.87
2	I decide my group by myself	2.43	14.63	20.73	29.26	32.97
3	My group decide the topic to be explored in Online class	0	31.70	14.63	53.65	0
4	The goal of the learning in Online class is determined in group.	0	9.75	18.29	28.04	43.90
5	My group make learning plan in Online class	14.63	18.29	14.63	31.70	20.73
6	My group decide the material to be learnt in Online class	0	14.63	28.04	56.09	1.21
7	My friends in my group give evaluation to my progress	0	9.75	45.12	24.39	20.73
<b>Total</b>		2.43	17.06	22.64	40.06	17.07

Based on the finding illustrated in Table 4.4, there are three major roles of group work. Working together in group in deciding the topic and the materials indicate that the students used group-work as a place to share the same interest. By sharing experience in the same interest, the students enriched their knowledge on the topic or on their interest. While, evaluating the group members' progress indicates that group work helped the students to improve their work. Basically, the learning plan and the learning goal were made by the students individually. The students considered that making the learning plan and deciding the goal were carried out in group because they experienced the help of the group in doing these activities.

There are some students who reported uncertain with the group's roles in giving evaluation evidenced by 45,12% (37) the participants reported uncertain. It means that the students were not sure with the roles of the group-work. Because they do not discuss it specifically, discussion groups are only used to discuss learning. However they do not use it in terms of evaluating their progress in learning. It also indicates that they did not really take the advantages of group-work.

Viewing the finding of the students' roles in learning, the researcher found out that the students took greater control of their learning. The students believed that they really understand what they should do in their learning; they decided the learning goal, made a learning plan, chose the topic and the material to be explored, but not with evaluated their progress.



### 5) The Students' Perception of the Transfer of Responsibility in Learning

Autonomous learning in which there was a transfer of responsibility between teacher and students might not be a new experience for the students since they had experience of autonomous learning before in online class. However, students might perceive the teacher's roles differently. The new roles of the teacher and students would influence their motivation in learning

*Table 4. 5*  
*Student's Perception of the Teacher's Role*

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	S A (%)
1	I am motivated in the learning when the lecturer decides the topic to be explored.	0	3.65	47.56	35.36	13.41
2	I am motivated to achieve the goal if the lecturer determines the goal for the learning.	1.21	1.21	36.58	53.65	7.31
3	I am motivated to do my task when the lecturer makes the learning plan	1.21	0	41.46	52.43	4.87
4	I enjoy doing the tasks when my lecturer decides the material	0	35.36	3.65	43.90	17.07
5	The teacher's evaluation is able to measure students' progress	0	1.21	42.68	6.09	50
6	I am comfortable with the way the lecturer gives evaluation	0	30.48	0	50	7.31
<b>Total</b>		0.40	15.03	28.65	36.98	16.66

The majority of the participants who chose agree indicated that those participants tended to be depended on the teacher. On the other hand, some of the respondents were uncertain whether they were motivated or unmotivated to the learning if the teacher played many roles 47,56% (39) the participants were uncertain.

From the results of some of their opinions, it means that they were motivated by the authority of the teacher, when the teacher presents the topic and explains it. The results illustrated that most respondents were in between. They were not able to determine whether they agreed or disagreed to the statements. It might be because they still enjoyed the learning in which the teacher controlled of the learning but at the same time they found

that they were not motivated in the learning when the teacher controlled the online learning. The uncertain answers also indicated that those participants were in the year of transition from non autonomous learner to be autonomous learners.

Based on the discussion above, majority students felt that they were motivated in the learning when the teacher took great roles. Those students still depended their learning on the teacher. On the other hand, some students were uncertain that they were motivated in the learning when the teacher took great role. It indicates that they were in the year of transition from non autonomous learner to be autonomous learners.

## 6) Students' Perception on the Students' Role

Table 4. 6  
Student's Perception of the Student's Role

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I am motivated to do the task if I make the learning plan by myself	15.85	35.36	1.21	36.58	10.97
2	I can submit the assignment on time	0	1.21	8.53	82.92	7.31
3	I am motivated to achieve the goal if I determine the goal of the learning by myself.	0	15.85	21.95	58.53	3.65
4	I am motivated in the learning if I decide the topic to be explored by myself	0	0	13.41	74.39	12.19
5	I enjoy doing the tasks when I decide the material to be learn by myself	0	0	24.39	70.73	4.87
6	I am able to decide where I get the material	0	0	70.73	10.97	18.29
7	I am comfortable when I make the evaluation by myself	0	17.07	45.12	34.14	3.65
8	I am able to measure my progress by myself	0	9.75	50	29.26	10.97
<b>Total</b>		1.98	9.90	29.41	49.69	8.98

Table 4.6 demonstrates that the students perceived their role in autonomous learning in online class positively. Most of the participants chose both agree. They were motivated to do the tasks and achieve the goal of the learning when they made the learning plan and stated the goal of the learning by themselves. They were also able to submit the assignment on time. The choice of the topic and the material also influenced their motivation in learning. They enjoyed doing the tasks and were motivated in

the learning when they decided the topic and the material by themselves. It was because they were interested in the topic they chose.

Eight of the indicators, there are three indicators that are not working, namely I am able to decide where I get the material, I am Comfortable when the evaluation by myself, and I am able to measure my progress by myself. Indicated by some students reported uncertain 70.73% (58) participants.

From some of the opinions, they think the material from the lecturers may be shared or delivered from the learning application. In addition, they also add insight or material that they do not understand from the internet or other sources. The highest average uncertain was also found in statement number 7 about I am comfortable when I make the evaluation by myself, there were 45.12% (37) participants. It means that most of them think that they were less comfortable or uncomfortable in evaluating independently. Maybe because they still depend on the role of the teacher in evaluating learning. In statement number 8, 50% of the 41 participants chose uncertain. here are their assumptions about the statement:

Informant 1

*“ Yes I got it, I feel I am not progressing, it's going backward “*

Informant 2

*“ My sense of ability only increases slightly through the learning of one person “*

Informant 3

*“ Yes. I am able to measure. Online learning not good for me to improve my English skill “*

Informant 4

*” Yes I can do it “*

From the assumptions above it can be concluded that they can measure their progress in learning independently. They feel they experience setbacks after online learning. It shows that they are too dependent on the role of the teacher.

## 7) Students' Perception of Group Work

Table 4. 7  
Student's Perception of Group Work

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	I am motivated to do my task when my group make the learning plan	15.85	0	9.75	70.73	3.65
2	I am motivated to achieve the goal when my group determine the goal of the learning	0	0	43.90	51.21	4.87
3	I am motivated in the learning when the topic to be explored is decided in group.	0	0	42.68	50	7.31
4	I enjoy doing the tasks when my group decide the material to be learnt.	0	20.73	36.58	39.02	3.65
5	I am comfortable when my friends give evaluation to my progress	0	0	25.60	56.09	18.29
6	Group work helps me to evaluate my progress	0	0	42.68	24.39	32.92
7	I enjoy working in my group	0	6.09	21.95	12.19	59.75
8	Working in group helps me to develop my ability in interacting with others	0	0	9.75	62.19	28.04
9	Working in group improve my work	0	7.31	31.70	47.56	13.41
<b>Total</b>		1.76	3.79	31.16	44.16	19.09

Group-work also influenced the students' motivation in the learning. Working in group helped the students to improve their work. It was because the group work helped the respondents to evaluate their work. By sharing their work in group they can evaluate their work and then improve their work. Besides helping the students to improve their work, group work was also considered helping the students to interact with others. Some students reported uncertain with statements number 6 that group work helps they to evaluate they progress 42.68% (35) the participants. Made clear with some of their assumptions :

Informant 1

“ Yes, my group help evaluate my progress “

Informant 2

“ We share the duties each group member has their respective

responsibilities “

Informant 3

“ Yes. Helped each other “

Informant 4

” For me, it doesn’t work because I feel a little bit uncomfortable work in group. But if it’s a must, I still can deal with that. “

From their assumptions most of them thought that group work could help evaluate their progress. They interact with each other, besides that in group work they are required to help each other. Each member of the group has their respective responsibilities. So that they can complete the task together and evaluate each other. It indicated that those students enjoyed working in group and sure with the group capability. It caused them group work can evaluate their progress.

### 8) Students’ Perception of the Process of Autonomous Learning in Online Class

The process of autonomous learning in online class was perceived positively by most students. Table 4.8 summarizes the students’ perception of the process of autonomous learning in online class.

Table 4. 8

*Student's Perception of the Process of Autonomous Learning in Online Class*

NO	STATEMENTS	SD (%)	D (%)	U (%)	A (%)	SA (%)
1	Making the learning plan is easy	1.21	3.65	21.95	48.78	24.39
2	It is easy to determine the goal of the learning by myself.	7.31	4.87	37.80	43.68	7.31
3	It is easy to decide the topic to be explored in online class by myself	0	50	19.51	30.48	0
4	I am interested in my topic	0	0	17.07	60.97	21.95
5	Deciding the material to be learnt by myself is easy	1.21	9.75	58.53	14.63	15.85
<b>Total</b>		1.94	13.65	32.43	39.70	13.90

Resource : (Agnes, 2009)

SD: Strongly Disagree

A : Agree

D : Disagree

U : Uncertain

SA: Strongly Agree

The process of autonomous learning, making the learning plan and interesting their topic obtained good perception from the students. Making

the learning plan and interesting topic were considered easy by most of the respondents. In addition, they choose uncertain on easy statements to decide which material to learn by them is easy. It means that they find it difficult to decide which material is easy to learn on their own. This shows that they are not confident in learning materials independently. On the other hand, deciding the topic to be explored in online class was considered difficult evidenced by 50% participant. At this point, it were apparent that the difficulties in the process of autonomous learning were deciding the topic to be explored in online class.

## **B. Discussion**

The purpose of this study was to analyze student's autonomous learning in online class. In this discussion there were eight things that would be discussed. The first is about student's previous experience in online learning. The findings showed that students were familiar with the independent assignments. This is supported by the statement " Students' autonomous learning ability has a direct impact on students learning effectiveness " (Hendar, n.d,2014). Which states that students who were accustomed to doing autonomous learning have influence on effective learning. This is in line with the concept of learning where learning was carried out in the concept of Student Center Learning (SCL). (Buditama, 2017) stated that student-centered learning method focuses on how students learn instead of how teachers taught.

There were problem on the students' learning in online class. The problems are when they are given assignments, they were not used to independent tasks. That is, maybe when lecturers give assignments with online learning mode, for example sharing assignments with online media, they were not familiar with it. Students were familiar with the teaching method described first and then given exercises. It is line with the result of the analysis of research conducted by (Xu & Jaggars, 2013) stated that robust negative estimates for online learning in terms of both delivery course and course grade. It explains that students in online learning have difficulty mastering the material they were studying because they were accustomed to the traditional teacher learning model.

Second, the teacher's role is very important in the learning process. Whether learning runs depends on how the teacher's role is in the learning process. As for the role of the teacher according to Harmer (2007) cites (Ayustina et al., 2018) stated that there were the descriptions for 8 roles of teacher that could be played in the process of teaching such as teacher as facilitator, teacher as resource, teacher as controller, teacher as prompter or motivator, teacher as participant, teacher as tutor, teacher as organizer, and teacher as assessor. However, in this study as a whole the role of the teacher was not very visible based on the research results.

Third, autonomous learning implemented in online class had changed the students' roles from a passive learner to be an active learner. Online learning



activities that made students explore more in connection with the limited learning material provided by the lecturer. It was caused them to explore more than when students learn face-to-face systems. This is due to the tendency of lecturers to be more active than students.

Fourth, working together in group in deciding the topic and the materials indicate that the students used group-work as a place to share the same interest. By sharing experience in the same interest, the students enriched their knowledge on the topic or on their interest. While, evaluating the group members' progress indicates that group work helped the students to improve their work. Basically, the learning plan and the learning goal were made by the students individually. The students considered that making the learning plan and deciding the goal were carried out in group because they experienced the help of the group in doing these activities. Viewing the finding of the students' roles in learning, the researcher found out that the students took greater control of their learning. The students believed that they really understand what they should do in their learning; they decided the learning goal, made a learning plan, chose the topic and the material to be explored, but not with evaluated their progress.

Fifth, when in face-to-face learning the teacher carries out activities starting with an explanation of learning material, providing learning material, discussion, evaluation and so on. When learning is done online, the teacher's tendency to explain the material is limited. It indicated that they were in the year of transition from non autonomous learner to be autonomous learners.

Sixth, the students perceived their role in autonomous learning in online class positively. They were motivated to do the tasks and achieve the goal of the learning when they made the learning plan and stated the goal of the learning by themselves. They were also able to submit the assignment on time. The choice of the topic and the material also influenced their motivation in learning. They enjoyed doing the tasks and were motivated in the learning when they decided the topic and the material by themselves. It was because they were interested in the topic they chose. But, they were comfortable when the evaluation by themselves and able to measure they progress by themselves.

Seventh, group-work also influenced the students' motivation in the learning. Working in group helped the students to improve their work. It was because the group work helped the students to evaluate their work. By sharing their work in group they could evaluate their work and then improve their work. Besides helped the students to improve their work, group work was also considered helping the students to interacted with others. Findings show they feel motivated by group work.

Eight, The process of autonomous learning, making the learning plan and interesting their topic obtained good perception from the students. Making the learning plan and interesting topic were considered easy by most of the respondents. The difficulties in the process of autonomous learning were deciding the topic to be

explored in online class.

Overall students' perceptions of positive autonomous learning activities, students feel a change from passive to active learners. It was because the teacher transfers the responsibility for learning to students. But some students perceptions of negatively, indicating that students still depend on their learning on the teacher.

Based on finding above, the writer concluded that the choice of media in learning could influence the process of autonomous learning. Result they do not understand the material they were studying. Autonomous learning in online classes requires students to be active in learning, so that teachers shift responsibility to students. But some students were less responsible for their learning. Most students are capable of independent learning because they were could control their own learning and determined which topics to be explored in online class were considered difficult by students.

## CONCLUSION

Based on the discussion on the student's autonomous learning in online class, the researcher made fifth main conclusions. First, most of the students had experiences on autonomous learning in online class . They perceived their previous autonomous learning positively. Therefore, the students were assumed unfamiliar with the process of autonomous learning in online class. Second, students' autonomous learning in online class, the teacher had transferred the responsibility for learning to the students well. The teacher gave great opportunities for the students to control over their learning and organize their learning both individually and in group. The students had the opportunity to take greater control over their learning by deciding the topic and material they learned, and evaluating their learning. Third, the finding showed that some students still depended their learning on the teacher. Those students were motivated in the learning when the teacher took control of the learning. Those students were less responsible for their learning. It indicated that some of the students were not ready yet for autonomous learning. Fourth, the students considered that they were able to pursue the autonomous learning in which they took greater control of their own learning . In this part, it was found that deciding the topic to be explored in online class were considered difficult by the students.

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