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Autonomous Learning: Indonesian University Learners' Perception

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Abstract: Learner autonomy is the learners' ability to take responsibility for their learning. This ability is highly needed to face the challenges of 21st-century learning. The present study aimed to investigate the ability of Indonesian university English Foreign Language (EFL) learners for autonomous language learning. This study employed quantitative research with the survey method. Forty university EFL students from several provinces in Indonesia participated in this study. Quantitative data were collected through an online questionnaire and analyzed descriptively by using the SPSS program. The findings revealed that Indonesian university EFL learners could learn autonomously. In the learning process, they could identify their potential and weakness in learning English. Besides, they argued they could learn English well, finish their tasks on time, and make good use of their free time in English study. The result implies that Indonesian university EFL learners could control their learning. In other words, they could make decisions about what they will do without being influenced by others. In addition, the findings of this study add practical information for researchers and language teachers concerning the importance of developing autonomous learning at the tertiary level, particularly in the Indonesian EFL context.

Keywords: English Foreign Language, learner autonomy, autonomous learner, undergraduate, graduate students.

自主學習：印尼大學學習者的認知

摘要：學習者自主權是學習者對學習負責的能力。面對二十一世紀學習的挑戰，非常需要這種能力。本研究旨在調查印度尼西亞大學英語外語學習者自主語言學習的能力。本研究採用定量研究和調查法。來自印度尼西亞多個省份的四十名大學英語外語學生參加了這項研究。通過在線問卷收集定量數據，並使用社會科學統計包程序進行描述性分析。調查結果顯示，印度尼西亞大學的英語外語學習者可以自主學習。在學習過程中，他們可以發現在學習英語方面的潛力和弱點。此外，他們認為他們可以學好英語，按時完成任務，並充分利用他們在英語學習中的空閒時間。結果表明，印度尼西亞大學的英語外語學習者可以控制他們的學習。換句話說，他們可以在不受他人影響的情況下就自己將要做什麼做出決定。此外，這項研究的結果為研究人員和語言教師增加了關於在高等教育層面發展自主學習的重要性的實用信息，特別是在印度尼西亞英語外語背景下。

关键词：英语外语、自主學習者、自主學習者、本科生和研究生。

1. Introduction

To face the challenges of 21st-century learning, university students need to be technology literate,

independent, and creative and have communicative competence. Besides, the shifting of the learning approach from teacher-centered to learner-centered is highly needed. In other words, learners should be more

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active and independent in learning. Learner autonomy is learner-centered learning. In this case, students take an active role in their learning or do not rely on the teacher [1].

Learner autonomy provides some benefits in the language learning process. For instance, learner autonomy can make learners more active, effective, and independent in learning [2]. It increases motivation and the learner's responsibility to learn [3, 4]. Besides, it could improve and predict students' language proficiency [5]. Also, learner autonomy can promote lifelong learning [6].

Autonomous learners are efficient learners [2]. They take responsibility for their learning, setting goals, planning their learning, finding resources or materials they intend to learn, allocating time, working collaboratively, identifying their learning needs, and selecting the learning project. Furthermore, autonomous learners can evaluate their learning quality and appreciate their abilities, the learning progress, and the skills they have acquired. Besides, autonomous learners prefer to overcome their obstacles themselves because they have sufficient educational background, cultural norms, and prior experience [7]. Having these characteristics, therefore, university students are assumed as autonomous learners.

Internationally, several studies have reported that university students can be autonomous learners. In Thailand, undergraduate international program students demonstrated autonomous behaviors such as positive attitudes about the learning process, clear learning objectives, preferred learning styles, and evaluated learning and learning strategies [8]. Khalymon & Shevchenko [9] found that Ukrainian university learners' readiness for autonomy was moderate. However, they achieved high scores both in motivation learning English and willingness to take learning responsibility. In China, college and university students can show their ability to manage their learning and readiness to take responsibility for their learning in psychological aspects [10].

Many researchers [11-15] reported that Indonesian students still have misconceptions about learner autonomy in the Indonesian context. They defined autonomous learning as a situation where they learn alone without teachers' assistance. This misconception occurs because Indonesian students are unfamiliar with learner autonomy, and the autonomous learning model has not been extensively implemented [13]. Hence, it makes them preferred teacher-centered model in learning, so they were not prepared to act as autonomous learners. There is a critical need for further empirical research to investigate Indonesian EFL students' capacity to learn autonomously based on this phenomenon.

Besides, most previous studies related to autonomous learning focused on secondary education in the Indonesian context. The study carried out at the

tertiary level seems to be limited. Accordingly, the present study aims to investigate university EFL students' capacity to learn autonomously. To achieve this goal, it will question whether university EFL students can learn the English language autonomously.

2. Method

The study employed quantitative descriptive research with a survey method. Surveys are frequently used in educational research, particularly in the descriptive method [13]. Forty Indonesian EFL undergraduate (N = 28) and graduate (N = 12) learners were recruited based on a convenience sampling procedure (see Table 1). They were English Language Teaching major students from some universities in Indonesia.

The Learner autonomy questionnaire was adapted from Lixin & Xiaoxiang [16] and consisted of 11 items related to this study. The questionnaire was designed by using a 5-point Likert scale from strongly disagree to strongly agree. Then, the questionnaires were distributed to all participants by using Google Forms through WhatsApp broadcast.

The process of collecting data took fourteen days. We sent a message or electronic mail to show appreciation to respondents who had returned the form and inform the respondents again of those who had not responded. The data collected from the survey were analyzed descriptively by using the SPSS program.

Table 1 Profiles' of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Undergraduate Students	28	70.0	70.0	70.0
Graduate Students	12	30.0	30.0	100.0
Total	40	100.0	100.0	

3. Results and Discussion

Based on the analysis, it was found that Indonesian University EFL students perceived that they were autonomous learners. As shown in Table 2, the learner autonomy means score obtained was 3.39. It indicated that university EFL learners could learn autonomously.

The three highest mean score obtained from the learner autonomy questionnaire was item number 10 (I know my strengths and weaknesses in my English study), 1 (I think I can learn English well), and 4 (I find I can finish my task in time) with the mean score 3.95, 3.78, and 3.73. It indicated that University EFL students in Indonesia know their lack and potential in their English study, and they can learn English well and finish their tasks in time. Meanwhile, the lowest mean score was item number 6 (I made a self-exam with the exam papers I chose) with a mean score of 2.88. It means that respondents rarely make self-exam with the exam papers chosen by them.

Other responses given by University EFL students

were that they make good use of their free time in English study ($M = 3.45$). They try to catch chances to participate in activities such as pair/group discussion, role-play, and others during the class ($M = 3.37$). Besides, they keep a record of their study, such as keeping a diary, writing reviews, and others, and they choose books, exercises which suit them, neither too difficult nor too easy ($M = 3.30$). Also, they previewed before the class ($M = 3.20$), attended out-class activities to practice and learn the language ($M = 3.10$). These performances showed that they were ready to act as autonomous learners.

Table 2 Descriptive statistics of learner autonomy

Item	Statement	N	Std.	
			Mean	Deviation
1	I think I can learn English well.	40	3.78	.832
2	I make good use of my free time in English study	40	3.45	1.011
3	I preview before the class.	40	3.20	1.091
4	I find that I can finish my task in time.	40	3.73	.877
5	I record my studies, such as keeping a diary, writing reviews, and others.	40	3.30	.758
6	I make self-exam with the exam papers chosen by myself.	40	2.88	1.159
7	I reward myself such as going shopping, playing, and others when I progress.	40	3.27	1.536
8	I attend out-class activities to practice and learn the language	40	3.10	1.236
9	I try to participate in activities such as pair/group discussion, role-play, and others during the class.	40	3.37	1.170
10	I know my strengths and weaknesses in my English study	40	3.95	1.085
11	I choose books, exercises which suit me, neither too difficult nor too easy	40	3.30	.911
Valid N		40	3.39	

Based on the findings, this study reveals that university EFL students were ready to become independent learners. They can identify their learning strengths and weaknesses, make study plans, and select learning materials. Furthermore, they can take the initiative and participate actively in every activity in the classroom, create learning opportunities, identify and implement appropriate learning strategies, reflect on learning progress, and concentrate on learning. Besides, they can plan autonomous learning outside the classroom, such as participating in activities to practice the English language.

The results of this study contradict the results of previous studies [11-15]. They found that Indonesian students were not ready for autonomy in learning. However, current research explains that EFL students

at universities in Indonesia can learn English independently. In other words, they can be autonomous learners. On the other hand, the result of the present study is consistent with Boonma & Swatevacharkul [8]. They found that Thai university students have positive attitudes towards learner autonomy and are open to the idea. Besides, they positively recognized taking responsibility for learning, and they are ready for autonomous learning. When students have positive attitudes towards learner autonomy, they will not hesitate to do autonomously rather than study passively [17]. Similarly, Şenbayrak et al. [18] found that university Turkish EFL learners were ready to take responsibility for their learning even though they tended to accept teacher power and authority in the learning process.

University students can behave autonomously in learning the English language. If they are allowed to learn independently, they have the potential to become independent learners [19-22]. University students are asked to identify what they have learned, formulate learning objectives, and collaborate with the lecturer. Besides, students are required to select and implement appropriate learning strategies and monitor learning strategies. Finally, they must evaluate their learning [23].

In addition, to learn autonomously, students need a capacity, namely critical reflection and decision making [24]. However, it is not enough to have this capacity. Students must also have the skills to determine learning objectives, define content and methods, and others [14]. These skills certainly help them to learn and are also needed in 21st-century learning.

Also, the demand for Education 4.0 has forced students to study autonomously. The teacher's role has shifted to become a facilitator or navigator in the learning process [25]. Both teachers and students are encouraged to use digital technology in the teaching and learning process. Therefore, students often take advantage of technology such as the internet to access learning materials and information related to their learning. Then, they can share their knowledge in online discussions. Several studies have reported that using multimedia networks and mobile devices to learn English can improve students' autonomous abilities, increase learning motivation, learning potential, and satisfaction, and prepare students for autonomous learning [26].

Moreover, in the Covid-19 pandemic era, university students experienced learning online [27]. Learning online enables students to be autonomous learners. Learning online can be run anywhere and anytime. In this situation, learners are demanded to self-study at home without teachers' help. Therefore, university students should accept responsibility for their learning, control their learning, and manage time to learn autonomously at home [28].

Our findings show several assumptions why Indonesian University EFL learners can be autonomous learners in this research. Firstly, university students are mature students, so they know the importance of autonomous learning for life-long learning. Their autonomous learning attributes can help them compete in the world of work what they will face after graduating and leaving university [29]. So, students recognize that learner autonomy can guide them to be successful EFL learners and efficient learners. Secondly, as the characteristics of autonomous learners mentioned by Cotterall [7], university students generally like to be individual learners to get over their obstacles because they have the educational background, cultural norms, and prior experience adequately. Next, they do not depend too much on their lecturers or professors because their understanding of learner autonomy is that learners can learn independently without or with less support from teachers [30, 31]. When their lecturers or professors have a tight schedule in teaching, they can learn independently without expecting full support from them. For example, learning independently in the library, being self-access-centered, or working outside the classroom using the internet [14, 32]. They take the initiative to learn independently by following the instructions of the lesson plan; as mentioned before, learner autonomy leads students to take responsibility for their learning or control their learning [2] in terms of initiating for learning, monitoring, and evaluating the learning process.

Additionally, based on the students' responses in the questionnaire, they tried to participate in group activities such as discussion, role-play, and group presentation during learning. It signifies that university EFL students in Indonesia could work collaboratively with their classmates. Collaborative learning could be applied in the classroom to promote learner autonomy. Theoretically, students have the basic need to learn to act independently and cooperate with others [33]. Thus, it can be said that autonomous learning does not mean that students are learning independently. Learners can achieve autonomy with the assistance of teachers and cooperation with their friends.

To sustain students' potential to be autonomous, the teacher plays a role in designing a learning environment to increase learners' autonomy. Teachers need to create a supportive environment that enables university EFL learners to advance their autonomy. To this, teachers should know what autonomy is to assist their students in fostering learner autonomy effectively. In short, to develop students' autonomy, the teachers must be autonomous and reflective [2].

4. Conclusion

The study elucidates that university EFL students can learn the English language autonomously. They can do several autonomy behaviors in their learning, such

as identifying their lack and potential in their English study. Their positive attitude in learning English leads them to have the potential to study English well. In addition, they can accomplish their assignment on time and use their free time to practice English. Thus, it can be concluded that Indonesian students have the capacity for autonomy. They can take control of their learning and be responsible for their learning English. The present study emphasized the University EFL learners' awareness of becoming autonomous learners or efficient learners.

The findings of this study contributed to the growth of literature investigating and the importance of autonomous English learning, particularly for the Indonesian EFL context. The findings also suggest that teachers should sustain the potential of their students by creating a supportive learning environment that enables learners to advance their autonomy. Thus, the integration of the development of autonomy into the curriculum becomes crucial. Besides, it is recommended that educational institutions send teachers to follow the professional development programs to discuss the challenges they face in developing learner autonomy.

As a suggestion, for further study, since this present study only utilizes quantitative data from a questionnaire survey, a qualitative approach including interviews, classroom observation, and students' journals are recommended to use to support the quantitative analysis.

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