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Autonomous Learning Activities: The Perceptions of English Language Students in Indonesia

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Abstract

Autonomous learning is a process to be aware of taking control of learning. Yet, little attention is directed to exploring English language students' perceptions of autonomous learning. This study aims to explore students' perceptions of autonomous learning and students' proposed activities during the initiative, monitoring, and evaluation process in raising autonomous learning in the teaching-learning process. This study used a case study and a content analysis in the qualitative research. Seventeen students from the English language department of a private university in Pekanbaru, Indonesia participate using a structured interview in the study. The results revealed that the students perceived autonomous learning as fully independent learning, a learning situation with their own target, style, and strategies without teachers' assistance or without interference from outside parties or anywhere else. The activities students' proposed include getting assignments, getting the course outline, getting what students need, having guidance, getting innovative and creative tasks and activities, getting motivation, having feedback, having reward along with getting a warning, having a negotiation, having references of material, sharing experiences, checking students' performance, having an innovative project and getting regular measurements, doing negotiation, and doing publishing work. Yet, getting assignments is the proposed activity in all processes of learning. This study concludes with suggestions for teaching and learning programs that students' metacognitive knowledge about autonomous learning need to be improved since it enhances students' competency and learning autonomy, primarily in monitoring and evaluating along with teachers' support at all stages.

Keywords: autonomous learning, evaluating, initiating, monitoring, student's perception.

1. Introduction

Research on learner autonomy has been carried out at various levels of foreign language education at multiple institutions and universities along with several new approaches and developments. Guo (2018) has researched the autonomous English learning attitudes and behaviors of Chinese post-graduate students to obtain an excellent illustration of the autonomous learning situation for pedagogical development. The results show that post-graduate students typically hold a robust positive attitude towards independent English learning, but they display only a modest level of independent learning behaviors. The attitudes and behaviors of the students are statistically and significantly correlated, but the correlation is not sufficient to ensure that positive attitudes lead to a high frequency of autonomous English learning. However, cultural features and misunderstandings of teachers about their roles have led to less focus on autonomous learning and probably a lower level of higher education in the Southeast Asia countries (Hong & Songan, 2011). As for the fact, the autonomous learner can decide, manage, and choose their learning (Horváthová, 2016); thus, they may feel more relaxed. In other words, if they are interested in the decision-making process, they will actively participate in the learning process. Holec's (1980) concept of learner autonomy focuses on the learner's individual and cognitive control of a process and moving from teacher-center to student-center. There are two primary goals of learner-centeredness in language learning

that is the emphasis on the language content and language learning process (Nunan, 1980). To achieve those goals, learners must take responsibility in the decision-making process, while teachers have the responsibility to prepare the contents according to the learners' needs.

1.1 Autonomous learning

Autonomous learning is not a language learning method, but an attribute of the learner's approach to the learning process (Benson, 2012). On the individual level, autonomous learning means efficient learning, there is no doubt that a person who knows how to learn learns efficiently (Benson, 2012). Next, learner autonomy promotes lifelong learning which is a necessity in today's world in where information exchange is

faster and wider than ever. Furthermore, lifelong learning helps in keeping up with the continuous change of occupational life and enables engaging in constant self-development. Therefore, learner autonomy implications are wide and so valuable to be borne in mind of education. Therefore, language teachers have a crucial role to play in fostering learner autonomy by taking both out-of-class and classroom perspectives.

Autonomous learning also allows learners to work on different tasks at different times; they have the choice of both input and output of language information. Then, we will see how being aware of one's own learning styles and provide good learning strategies can help learners in acquiring a foreign language more efficiently. In the autonomous classroom, the teacher role is a guide, facilitators, and counselor that should help the students to accept responsibility for their own learning and help them to be involved in setting their own goals, planning, monitoring, and evaluating their learning, and also assessing their progress (Gardner, 2011).

1.2. Ways to promote autonomous learning

Autonomous learning could be developed through some activities such as an independent study in the library, learning outside the classroom, independent work in a self-access center (Widiati, 2008), and out-of-class tasks involving the use of the internet (Lengkanawati, 2017). Some ways to foster learner autonomy in English teaching and learning (Cakici, 2017) such as teaching-learning strategies, using cooperative learning, self-report, diaries and evaluation sheets, portfolio creation, and teacher role. Several tools that may prove useful in promoting learner autonomy done by experts, such as project-based work (Scherly et al., n.d.), a collaborative digital video project (Hafner & Miller, 2011a), using classroom textbooks (Reinders & Balcikanli, 2011), self-report and diaries (Lee, 2016; Litzler, 2014), Syllabus design (Bajrami, 2015), logbook (Holúbeková et al., 2016), and simulation (Aguirre Sánchez, 2014). Besides, some approaches to foster learner autonomy or autonomous learning are classified into 6 broad headings (Benson, 2007), namely: resources-based approach, technology-based approach, learner-based approach, classroom-based approach, curriculum-based approach, and teacher-based approach. Moreover, an autonomous learner decides independently or in collaboration with others about all areas of learning that is selecting objectives, determining materials, tasks, methods as well as criteria of evaluation. There are three dimensions of control over language learning as articulated by (Benson, 2013a), control over learning management, control over the cognitive process, and control over learning content.

Control over learning management refers to students' observable language learning behaviors about where, when, and how to learn the target language(Benson, 2013a). Meanwhile, control over the cognitive process has to do with how cognitively controls psychological factors related to

language learning, such as motivation, belief, and emotions (Benson, 2012). To facilitate control over the cognitive process, learners are encouraged to think about and reflect on their language learning (Little, 2007), so that they take control of their learning experiences (Benson, 2012). Lastly, control over learning content reminds that the decisions made to select materials should fit the students' learning purpose.

However, learners cannot achieve autonomy by working alone, they need the help and cooperation of their teachers (Kumaravadivelu, 2005). According to Yan (2012) if a learner is not guided by an instructor, the process would be inefficient or even chaotic, since learner autonomy is achieved by interrelationships between the learner and the teacher (Borg & Alshumaimeri, 2019a). As students begin to take more responsibility for their learning, teachers need to play the role of facilitators, counselors, resource, manager, organizer, and evaluator (Arshiyan & Pishkar, 2015a; Gardner, 2011; Humphreys & Wyatt, 2014) in promoting learner autonomy. Therefore, exploring students' perceptions or knowledge and practices on the autonomous learning idea are considered to be importance to enhancing the degree of students' independence and as teachers' foundation to help them achieve it. Consequently, teachers are capable of manifesting and helping students to have autonomous learning with cognitive awareness. Students' perception is important because it, acting as a response, can affect people's behavior, attitude, interest, and motivation (Lengkanawati, 2017; Vafaeimehr & Baleghizadeh, 2020). In other words, perception is one of the variables that affect the success of a course. Through the perception survey on autonomous learning, students' feelings and thoughts on the activities that improve their decision-making inside or outside the classroom can be obtained. Besides, the students' experiences are also essential, as they display their positive and negative points of the course.

1.3 Research Questions

Our study addressed the following two research questions:

1. What is the autonomous learning definition perceived by the EFL Students'?
2. What activities do the EFL students propose for enhancing their autonomous learning? The second question is elaborated into three issues; (a) students' proposed activities in the initiating process, (b) students' proposed activities in the monitoring process, and (c) students' proposed activities in the evaluating process.

2. Method
2.1. Research Design

To achieve more reliable results, the study uses qualitative methods. The qualitative approach, in this case, is used to

analyze and interpret the data obtained from structured interviews. The interview includes 4 items. The first issue investigated participants' knowledge about the definition of an autonomous learning concept. The three other items of the structured interview were used to reveal students' knowledge about their desired activities for each stage of learning in initiating, monitoring, and evaluating process.

2.2. Participants

The survey targeted the population of tertiary-level students in the province of Riau, Indonesia. This level was chosen due to the students at this level of education are mature enough to incorporate autonomous learning. Besides, theoretically, students of this level are internally and externally driven, as well as expected to develop immediate and long-term goals; they are also responsible for themselves and their learning processes (Pennington & Richards, 2015)how these relate to the specific characteristics of language teaching, and how teacher identity can evolve or be developed through experience and teacher education. The notion of teacher identity highlights the individual characteristics of the teacher and how these are integrated with the possibilities and potentials provided in the institutional identity of teacher and the content and methods of a specific field, as these are realized in specific contexts of teaching. The elements of a teacher identity in language teaching are derived from a review of literature on identity and described in terms of the foundational and advanced competences required for language teaching, as illustrated by excerpts from teacher narratives. The discussion concludes with recommendations for teacher education and professional development with a focus on identity.","container-title":"RELC Journal","DOI":"10.1177/0033688216631219","ISSN":"1745 526X","issue":"1","page":"5–23","title":"Teacher Identity in Language Teaching: Integrating Personal, Contextual, and Professional Factors","volume":"47","author":[{"family":"Pennington","given":"Martha C."},{"family":"Richards","given":"Jack C."}],"issued":{"date-parts":[["2015"]]}}}],"schema":"https://github.com/citation-style-language/schema/raw/master/csl-citation.json"} . Consequently, they are the most appropriate respondents for this research. Seventeen EFL students from the English department of the Islamic University of Riau agreed to participate in the study voluntarily.

2.3. Data Collection Tools

A stuctured interview is choosen as the main tool to investigate the data. The interview includes 4 items. The first issue investigated students' knowledge about the definition of an autonomous learning. The three other items of the structured interview were used to reveal students' knowledge about their desired activities for each stage of learning in initiating, monitoring, and evaluating process.

2.4. Data Analysis

Dang (2012) categorization was taken as the basis of the query for the interview: (1) What do students perceive about autonomous learning, (2) what activities do students propose in the initiating process, (3) what activities do students propose in the monitoring process, and (4) what activities do students propose in the evaluating process. The interview was conducted in Bahasa Indonesia because they were more comfortable than having the interview in English. The interview was conducted into a recording interview and a paper-based interview (10-15 minutes). Some participants submitted the paper-based interview through WhatsApp and email. The writer used code S to represent a student and number (1,2,3,4 and so forth) for data used. Thus, S1 refers to data got from student number one, S2 refers to data got from student two and the like. Qualitative thematic analyses were used after transcribing the record interview, and paper-based interview (PBI) gathered to get the answer to the four issues and the writers used Nvivo 11 plus to categorize the response based on the theme.

3. Findings

The transcripts of the students' interviews responses were classified into four major themes, (1) students' autonomous learning perception, (2) proposed autonomous learning activities in the initiating process, (3) proposed autonomous learning activities in the monitoring process, and (4) proposed autonomous learning activities the evaluating process. Subsequently, descriptions of these themes with the support of the relevant interview excerpts are discussed.

3.1 Students' perceptions of autonomous learning in EFL classes

From the results of the interviews, students' perception of autonomous learning varies greatly. Therefore, the writer classified the results into five different responses. The first perception about autonomous learning is that it is similar to independent learning as what (S1, S2, S16, S17) said that autonomous means studying by themselves or learn independently and without interference from outside parties or anywhere else. The second view belongs to S5, S9, S7 and S8, who expressed that autonomous learning is a learning process to solve the problem. The excerpt below is one of the examples

"autonomous learning is independent learning, where we solve our problems while finding new problems and solve those problems" (student 5). S5 believed that independent learning is the way they learn to find something to solve the problem. Further, S9 strengthens the opinion by stating that autonomous learning is learning with our independence to find answers through our own methods and processes. The third, Ss (S3, S4, S8, S10) stated that

Autonomous learning is a way to learn by using our individual target, style, and strategies with no teacher's assistance. They mentioned " *Autonomous learning or independent learning is learning autonomously with our style and strategies so that we are free to define our objectives to be a success.* It means that they believe about every learner is unique therefore the ways to learn owned by students has a different learning style and strategies. Fourth, they perceived autonomous learning as a learning activity that focused on people's learning awareness so that they are motivated to be more responsible during the learning process. Student 14, for instance, commented

"It represents learning activities that are more focused on people's learning awareness so that they are motivated to be more responsible for the learning process." And the last perception is that autonomous learning is a way of learning by using own target, style, strategies, and know to get the assistance of a teacher. It is evident from the response here " *in my opinion, independent learning is learning the ways we cover all learning with our style and be able to know what, when we need help or support from others." (student 12).*

Based on the classification of students' responses on autonomous learning, it can be concluded that learners view autonomous learning as a process where they need to know the subject, attain input or references, do some pre-and post-learning exercises to be independent, and work on the exercises using their way or in their learning style and strategies with no teachers' assistance.

3.2 Students' proposed activities in the initiating process

From the interview, there are eleven activities proposed in the first stage during the classroom learning process. Those activities include getting assignments, getting the course outline, getting what students need, getting guidance, getting innovative and creative tasks and activities, getting motivation, having references of material, sharing experiences, along getting a warning. Those proposed activities are illustrated in Figure 1.
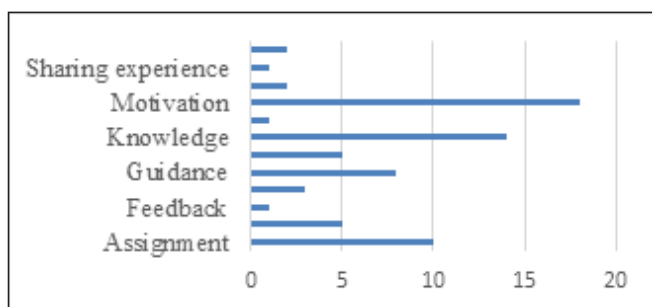

Fig. 1. : Students' proposed activities in initiating Process

Figure 1 shows the three most proposed activities, namely, getting motivation, getting knowledge, and getting assignments. The other remaining activities are getting guidance, course outline, innovative and creative work, warning, additional references, sharing experiences, getting their needs, and getting feedback.

1. Getting motivation

Getting motivation from the teacher becomes the highest support demanded by students. The motivation is concluded from six responses (S8, S9, S12, S2, S3, and S4). They state that *"What lecturers ought to do is to inspire students by describing their learning goals, what are the positive results of independent learning, what are the bad effects if they do not undertake independent learning" (student 8).* Students like motivation a lot from the external side, such as from their teacher, they believed that when the teacher told about their experiences, providing guidance, encourage students, and give advice, they become the external motivation to conduct independent learning. Further, students also believed that when the teacher requested students to google information and let them discuss some times. It can encourage the student to be responsible by answering some questions based on the lesson.

Teachers are required to motivate students by providing regular information and explanation on the purpose of the subject and the reasons they need to be independent learners. Further, teachers need to inform them of the terrible impact when the autonomous act is not completed. Motivation might be given in the form of a task (assignment, task, or Q and A) and a talk form (suggestion, feedback, and sharing experiences). Clear guidance for the given projects is also required since it leads them to complete the task. Then, sharing the knowledge of the instructor as to how to be autonomous and providing advice during the class session could lead them to be responsible for their learning successfully (see excerpts 16-22 in Appendix 1).

2. Getting knowledge

Based on students' responses (Excerpt 23-26) see Appendix 1, getting knowledge through the teacher's explanation and having main material by a brief transfer knowledge besides discussing or recommending learning sources from any resources increase their autonomous learning without being pressured. Utilizing learning resources and more additional references also enlarge and raise their awareness. S1 expressed that the provision of varied teaching materials keeps students focused and motivated and occasionally tries something different by using varied learning methods in the classroom. In line with S4 state *"Teachers can provide teaching materials by utilizing the environment, learning books, the internet and*

teaching aids available in the school environment, in that way students can develop their independence in learning". These opinions indicate that knowledge positively gives support on encouraging independence of their learning.

3. Getting assignments

Getting the assignment to solve a problem or create mind mapping also could make them learn independently at home, as concluded from responses 27-36 (see Appendix 1). Here, the teacher remains as a facilitator to offer questions and let them solve through observation, task, project, and other academic assignments. S3 expressed *"Giving a good assignment in the form of mind mapping, for example, not summarizing so that the student can understand what his / her mind mapping means".* Or S1 who mentioned *"The lecturer can give interesting tasks such as observation in a school, or the lecturer can encourage his students to read the book as a whole so that they can focus on the material to be tested".* These mean that having assignment from their teacher is one of way to train their autonomous and also to enhance the creativity.

Of course, the assignment should focus more on student's performance, either individual or group, such as presentation, observing subject matter. Besides, the task should grow students' creativity since interesting tasks or assignments inspire analytical thinking and stimulate their innovation in answering any questions from the instructor as a facilitator.

4. Guidance

Guidance is given as direction for learning success and facilitates students to be more responsible and be autonomous learners. It is important to provide a hint and several directions, as it could route students in producing a variety of performances, as S1 mentions *"the lectures need to guide and facilitate the student to comprehend the learning objectives, as well as help them learn to be responsible. For example, the lecturer should explain the material of the lesson then give the students some questions."* This argument also in line with S2 who expressed *"Helping students learn independently so that they are more encouraged and inspired to be able to do independent learning by directing them with the materials".* The two opinions showed that guidance has a significant role to attain successful learning. Through several instructions, the students would be work on the route.

5. A brave course outlines

A brave course outline provided by innovative and creative work during teaching-learning has helped students to focus and be able to fulfill what they need as expresses in response. S1 mentioned that *making appropriate techniques or methods that increase students' creativity in the teaching and learning process need to be addressed from the course outline in the*

beginning. Why? Because the course outline seems to be a light for students to learn. The light could be in the form of a structural topic and stage to handle. A brave course outline would be sound up-to-date for students.

6. Facilities

Another wish of the student is teacher facilitates and gives more opportunities to express their ideas in-class activities, as stated in excerpts 41-42:

Excerpt 41

"Lecturers owe students the opportunity to learn, to be able to express their ideas." (student 1/PBI)

Excerpt 42

"The lecturer can be a facilitator, that is, the lecturer must be able to provide the student needs and materials they want."(student 4/PBI)

Excerpt 41-42 support the importance of teachers' role to encourage the success of learning for students. As a facilitator, surely, the teacher must give facility for the betterment of students' performance and teachers' professionalism.

3.3 Students' proposed activities in the monitoring process

Eleven activities are proposed during the monitoring process in the classroom. Students suggest the following activities, from the most involved activities, namely having assignments, checking their understanding, having interaction, getting direction, getting feedback, getting a challenging work, knowing the reward, getting observation, having assessments, and knowing the punishment or the consequence of being involved or not during the learning process (see Figure 2). In

Fig. 2. Students' proposed activities in monitoring process

this article, the writer focuses on the big number of activities proposed.

1. Having assignment

In this part, most students believe that getting assignments in the monitoring process is the most essential activity. It is depicted from the following responses S2 who said *"Teachers must monitor all of the assignments, home assignments, and other group assignments, and then provide class quizzes on the previous materials".* The way teachers monitor could be in a regular manner as what S1 expressed *"Regularly giving a task".* She believed that regular tasks would train students to be systematics in doing the process. This is in line with the expression belongs to S3 *"Teachers assign assignments to students and explains objectives should be achieved so that students do not neglect to perform their assignments. Then teachers need to provide feedback".* Here, feedback becomes the teacher's consequence and responsibility, but it becomes a reward for the students. Moreover, S1 mentioned that a penalty or reward should be given when students submit the task beyond deadlines or not. Finally, the students wished that the task is given after one material over to make them understand completely.

Students believe that a task or assignment is a way to monitor them in learning. Monitoring activities are proposed to be carried out by a regular assignment at the start or end meeting. The initial assignment measures how far the previous material is comprehended, while the assignment at the end of a meeting measures how students interpret the material. Quizzes, problem-solving tasks, and learning applications like Google Classroom have also been proposed to help the instructor give input and track the students' progress on the assignment. Feedback should also be given during the task presented to keep the students engaged internally so that they can take charge of their learning. As long as the assignment is systematically organized, they welcome it. S2 expressed *"giving assignments and feedback to students, besides explaining the detailed objectives of the assignments so that the student is not negligent in doing the assignments."*

In the end, they eager that modelling, a detailed procedure or direction is given so that they are enthusiastic about learning

2. Check students' understanding

Next, check the understanding can be carried out by creating a general knowledge test before the learning process to know how much they read and discover information about the material. After the material is completed, then some questions are given directly one by one or by interviewing before a task is given. The task itself represents independence and a test for students on their understanding. Monitoring the progress of work and always take a look at one's participation should be the main activities in the monitoring process., as illustrated by students' comments that checking becomes their monitoring of work progress. The way how to check could be Q and A, in lines S2 and S5 stated that the teacher should ask students to test their knowledge in general to specific to discover how far they were working on their knowledge and assignment (see Excerpt 54 and 55 in Appendix 1). The other function of checking understanding is to take a look at students' participation and attendance as what S10 stated *"test them with a few questions, to take a look at their class participation".*

In addition, the goal of creating a general test of knowledge before the learning is to know the information they read and discover about the material. Meanwhile, certain questions are given by interviews or paper-based questions after students have finished the material. These activities are also proposed besides other activities, such as regular tasks. The role of the task is as an expression of freedom and a measure for students about how thoroughly they have learned the material.

3. Interaction

Monitoring work progress and also taking a look at one's involvement in the monitoring process carries a burden. In terms of teacher-learner interaction, students suggest that a teacher should interact with students more frequently within or beyond classrooms. Good engagement should lead to good communication so that students feel supervised and do not feel offended. The result of this increases teachers' flexibility to operate efficiently and, at the same time, to be able to correct students' shortcomings, but not to damage or offend them. It is depicted from responses 59-62 (see Appendix 1).

Teacher-students interaction must be developed in or out of the class so it can maintain to successfully independent. S1 supports this by expressing *"The lecturer must develop good communication so that interaction is maintained with his students who study independently".* Surely, to smooth the interaction *"Teachers must be able to approach each student so that they feel that their self is monitored during the learning process",* said S4, teachers need to communicate as what S2 stated, *"If the communication between students and teachers is smooth, the evaluation process is very easy and fun while students do not feel offended when their weakness is corrected".* The function of interaction somehow to reduce the awkward feeling among them, therefore S1 mentioned: *"the lecturer should be considerate and understanding of the students so that they do not feel awkward".*

4. Feedback

Of course, a correction is given as feedback for every work as an appreciation for students. Excerpt 63-65 (see Appendix 1) contended that feedback is a consequence of giving a task. As S1 and S3 expressed *"every work submitted should be given feedback",* and *"The lecturer gives assignments to students*

and then gives feedback besides tells the targets to be achieved so that this student is not negligent to do his assignments". The function is to implicitly inform about the target to be reached.

The Students admit that feedback must be provided for each work submitted. Feedback will also be given during the process of task completion and after it is submitted. To avoid any misunderstanding, a clear objective to be achieved for each work or project must be included. Further, they agreed that the teacher gives the assignment in a real atmosphere such as doing observation under the time limit. And for those students who are faster to submit the assignment, the teacher must appreciate the students in the form of rewards. It is depicted in the following excerpts. S1 expressed

" The teacher gives the assignment under the time limit, but for those students who quickly submit the assignment, the teacher must appreciate the students in the form of rewards"., meanwhile S1 mentioned that a reward could be a form of attention besides a reward for learners.

4. Challenging work

To widely extend their content, challenging assignments, such as observation in a real situation, teaching practice, presentation, and writing manuscripts are proposed. Students contended that they wished that their lecturer give challenges task such as what S1 expressed *"the lecturer also gives small challenges such as mastering 100 vocab in 1 day, reading an English novel, summarizing an English film".* the task could be teaching practice in a school so that they experience I real atmosphere as what S4 stated *"allow us to learn in the real situation such as teaching practice in a school"* or as what S2 wants *"finding teaching materials that can make students think broadly and be able to develop these teaching materials broadly."*

3.4 Students' proposed activities in the evaluating process

Figure 3 illustrates the seven activities proposed in the classroom during the evaluation process. Checking students'
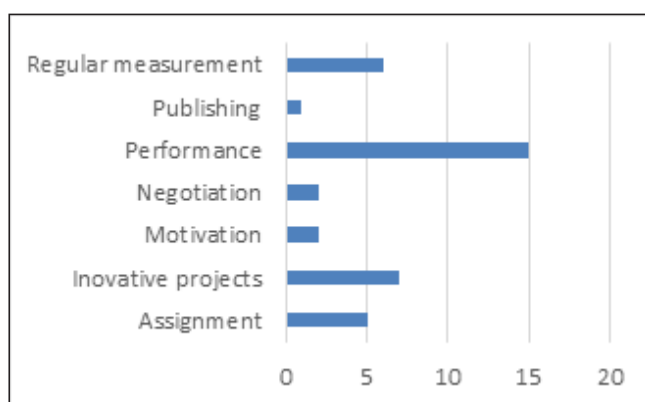

Fig. 3. Students' proposed activities in evaluating process

performance becomes the most proposed in the last stage of the learning process in the class. Having an innovative project and getting regular measurements, getting the assignment, getting motivation, doing negotiation, doing publishing work, and having regular measurements are also proposed in this stage. Here, the writer only exposes some of the proposed activity.

1. Having performance

Having performance is ideal for students to show their skill or their competence to get scores. Individual performance is preferred than group performance. S2 conveyed *"By seeing the student's direct performance at that time, the teacher can see the quality of students comprehension, the extent if students understand the material easily",* or what S4 expressed

"The students are expected to perform once the lecturer gives all the material, to identify the level of students' comprehension". The reason why learners preferred having performance since they also wanted to know how they master the material so that their teacher can give a judgment besides giving some training and practicing. It is supported by S5 who said *"The student performs so that later the lecturer can judge whether or not the student has mastered the given material".* The way the students perform could be varied such as presentation, S2 mentioned

"the teacher asks the students to explain the media they have made in front of the class".and "When I'm having a presentation and lecturer giving some comments that help me to be better." (student 2/PBI). This argument also supported by S3 and S7 as mentioned in excerpt 76 and 78.

Excerpt 76

"We should get the opportunity to get continuous training that suits individual needs and provide chances to explore our ideas." (student 3/PBI)

Excerpt 78

"speaking practices should be provided so that we can speak in front of many people, to be more trained in speaking." (student 7/PBI)

These responses show that the majority of students believe that direct performance, whether in the form of an individual or a group presentation, gives them an opportunity to explore and a place to train themselves to be autonomous, more qualified, and competent.

2. Having regular measurement

Regular measurement is chosen as the best way to determine the ability and competency of the students as they depicted below:

S1 expressed *"Through written or oral tests students can give what they have learned while studying with the teacher."* This

is a way to evaluate every meeting ended, the teacher could give them written test and verbal test. As S2 and S3 mentioned *"using a paper written test to measure students' pedagogical competence", "students' comprehension should be evaluated in every meeting, instead of in the written test"*. The way the teacher gives the measurement can be in the beginning class session or before class over. Surely, the measurement is applied in systematic, periodic, and continuously, so that the goal of measurement is achieved namely having a decision about the process and outcomes of growth and development. S3 supports this opinion by saying *"Teachers can systematically, periodically, continuously, thoroughly gather and interpret students' progress to make informed decisions about the process and outcomes of growth and development"*.

This response shows clearly the way ideally a teacher can encourage students to make decisions about their learning. Teachers can support the completeness of the learning process by evaluating every single material periodically to develop student's awareness of their learning either in the written or oral test.

3. Innovative projects

Proposed creative and innovative activities for their project as a closing meeting or evaluation to express the idea and responsibility they have. The project could be an individual observation such as doing projects or group observation/ projects in the actual field of study. See the excerpts below:

"Written project, since students can pursue individual projects or group projects on their own. It depends on whether these two are feasible, but I am more inclined to group projects and therefore students have responsibility for their assignments", (Excerpt 84/S2) or *"Through giving individual assignments, students can discuss new perspectives acquired from their project responsibilities"* (Excerpt 85/ S3)

These two views mention that individual projects are believed to raise students' responsibility and rouse decision-making ability besides individual creativity. The type of project which students prefer is that something related to technology as S1 expressed *"teachers must often provide projects related to technology, such as making videos, songs, games about English and then published on social media, in the 4.0 industry era"*.

Another activity proposed was getting motivation through the assignment and other projects such as publishing what they have done in the project.

4. DISCUSSION

4.1. Students' perceptions of autonomous learning

Students perceive autonomous learning as the way they learn independently based on their own, without specifying the route to reach an autonomous act, which covers a decision-making process and a critical reflection on the decision

made (Cakici, 2017) (see excerpt 5, 6, 8). They believe that they learn without the supervision of the teacher. The above perception is much complete with some process support, such as defining their objective besides using learning style. Two respondents state directly that autonomous learning refers to students' independence as depicted by S5 and S9. On the other hand, respondent number 15 supports these ideas because of individual differences; then, it is common that each student has different methods or approaches to reach their different goal (Samsudin et al., 2020).

In general, from some of the students' autonomous learning experiences, their pedagogical experience is quite a long way from the concepts suggested by some experts. One of them is (Little & Dam, 1998)when Henri Holec wrote Autonomy and foreign language learning (cited here as Holec 1981, who defined autonomy in learning as the ability to take responsibility for one's learning. This is the responsibility of having and holding all decisions on all aspects of this learning. Accordingly, the autonomous learner must take care of each stage of his / her learning, including setting learning goals; identifying and implementing learning strategies to achieve these goals; designing study plans, and reflecting on learning (including discovering problem areas and ways to solve these problems). This conclusion, in accordance with (Hafner & Miller, 2011b) study, that the autonomous learning of English by students is often wrongly described as the condition in which one can learn alone without the need for help from an instructor or instructors or the condition in which students mostly in charge of the learning process have no more intention to prepare and evaluate (Dang, 2012). And this is the closest perception that belongs to the students in Indonesia. Further, this shows that students are still far from autonomous behavior since they do not show positive points of autonomous learning (Borg & Alshumaimeri, 2019b). The lack of awareness or information on this topic is likely to affect them, considering that this concept is originated in the European context(Benson, 2006). Therefore, providing information about what autonomous learning systems are vital to teachers as the key role of educators in the very beginning and appropriate professional development programs. Besides, metacognitive knowledge of autonomous learning should be reconsidered for students. line Guo (2018) mentions that metacognition and learner autonomy are inextricably linked because metacognition produces powerful intelligence that allows students to monitor their learning (learner autonomy) by displaying a deliberate implementation of cognitive strategies.

4.2 Proposed students' activities in the initiating process

From all responses, motivation becomes something urgent for the success of autonomous learning for students. Two types of

motivation are motivation in the form of verbal and assignments. Verbal encouragement, such as providing guidance and insights to students about the value of becoming independent learners who can assess and decide about their own learning objectives, demonstrate effect as they become independent learners. Past autonomous experiences of teachers affect how they perform their duties and provide autonomous opportunities for their students (Guo, 2018). Further, teacher arrangements lead them to follow motivational or guiding methods of teaching (Reeve et al., 2014) and to decide how they assist LA (Borg & Alshumaimeri, 2019b). Indeed, the degree to which learners can pursue autonomous learning is affected by previous learning experiences and the attitude they possess regarding learning and autonomy (Borg & Alshumaimeri, 2019b). Autonomous learning helps students become critical learners and wise media users by continuously extracting other materials from different sources. Often, lecturers may be clear instances as individual learners (see Excerpt 16-19 and 21). In particular, (Yunus & Arshad, 2015) also stated that advice on teaching plays a key role in improving student performance and practical planning skills (see Excerpt 17). Second, encouragement in the form of assignments (see Excerpt 27-33) by continuing to assist when needed by providing simple, organized, directed, and accountable directions are also required (see Excerpt 34 and 37). Providing clear guidance for reference search questions in a book or accountable article aimed at broadening the horizons of students about the content being taught is also critical. Further, (Cho et al., 2017)SRL levels were grouped into four levels (High regulators, Mid regulators lacking efforts, Mid regulators lacking values, and Low regulators argues that the autonomous learning of college students under the teacher's guidance is an unavoidable choice for students to master learning, personal development, and self-improvement.

In each class of learning, the course outline has to ensure that the learning objectives are achieved by students (see Excerpt 38-39), as it is in line with Phan (2015). Unfortunately, it is more interesting for students to be motivated by the importance of the subject presented. For students, verbal motivation in the form of suggestions or sharing experiences of the importance of their own learning becomes a key point, as shown in Excerpts 16. (Phil Benson, 2013b) points out that the main factors of learning experiences and the tasks involved in developing successful skills are the way educators set them up, provide input and reactions to the work of students (see Excerpt 23-25). References become one of input that makes students more knowledgeable. In this case, Students also proposed the provision of references and supporting materials that are believed to be a strategy for students to achieve the skills they want. It is in accordance with (Ellett et al., 2013) post hoc single case study was to understand how the five components of Teddlie and Stringfield's (1993 that knowledge cognition influences student input, knowledge, and strategy.

Innovative learning for students is also highlighted in classrooms. Technology also plays an important role as a resource for learning (Arshiyan & Pishkar, 2015b; Asiri Jameeiah, 2020; Lee, 2016; Reinders & Balcikanli, 2011). The usage of several learning apps, such as KAHOOT, Google Classroom, and so forth, in the classroom improves students' enthusiasm (see Excerpt 26, 28, 39, and 40). These findings correspond to what (Cho et al., 2017; Wang, 2010)SRL levels were grouped into four levels (High regulators, Mid regulators lacking efforts, Mid regulators lacking values, and Low regulators have reported that applying a new learning model has promoted students' English language better and more effective compared to when the students placed in the teacher-centered classroom. Moreover, learner-centered classrooms can provide students with the opportunity to train through the innovative project and become competent, as well as develop a more reflective approach toward their language competence (Samsudin et al., 2020).

4.3 Proposed students' activities in the monitoring process

The monitoring process during assignments may be carried out in groups or individually, using the necessary communications. Feedback is needed when the assignment is completed to boost students' internal motivation to achieve maximum results. The assignment transforms them to be responsible when they are accompanied by detailed guidance, punishment, and reward so that they can more easily achieve success in each task, as shown in Excerpts 44, 66-67.

The desired assignment is a continuous assignment that enhances creativity and individual skills. It is due to individual work makes them more self-conscious, have a responsibility to act and regulate the rhythm of learning to achieve the success they want, such as direct interview (see Excerpt 56). Monitoring the project progress (see Excerpt 53-57) and, with periodic structured tasks, make them more autonomous (see Excerpt 58).

Negotiation activities also become interesting, since, theoretically, the things that can be negotiated in learning are activities and tasks but not the material. Indeed, students focus only on internal (personal) negotiations for their evaluation "*Lecturer should ask and open to students' what model or method that can be effective to them*". However, the initiator comes first from the lecturer. This shows that students are still unable to think globally. Instead of working collaboratively, students prefer working individually (see Excerpt 84-87). However, they still demand some collaboration activities, such as collaborative situations initiated by students on a mutual basis, such as exchanging information, asking for or offering assistance, or working at home-work together on solutions. Collaboration does not, however, apply to any planned joint ventures.

Feedback appears in only two processes, namely the initiative and the monitoring process (Govender & Ajani, 2021). Stimulating learners to improve their skills is the aim of giving feedback at the outset. Additionally, the supervision of a task is intended to provide feedback on the monitoring activities (Al-Busaidi & Al-Maamari, 2014; Lamb, 2004). The motivational activities are only expected in the first and final process. This is contrary to the fact that both motivations have the same objective, but it is given differently.

4.4 Proposed students' activities in the evaluating process

Students perceived that direct performance in the time of learning showed the teacher of students' quality and comprehension whether students understand the material or not (see Excerpt 72-75). Individual performance is preferred than group performance. sThey are sure that by having performance, it becomes the opportunity for them to get continuous training that suits individual needs and provides chances to explore their ideas (see Excerpt 76-77). (Boscardin et al., 2005) support these excerpt that there is a significant correlation between opportunity and student's performance. It is in line with (Kartowagiran et al., 2019)it requires great amount of time and money. We need an alternative. Therefore, the purpose of this study was to develop an instrument in the form of a student assessment sheet on the implementation of authentic assessments in Mathematics subjects. This research is a development research that uses standard procedures for developing instruments. The result of the analysis with Aiken s formula showed that every item of the instrument was in a good category. The result of the analyses using Exploratory Factor Analysis (EFA who stated that a specific performance improvement will follow students when they are offered by some opportunities to demonstrate the result of their study because they give their best for every time, they get the opportunity.

The students also stated that their progress of learning could be seen systematically, frequently, constantly, critically compile and analyze. These procedures will inform them about the growth and development of their process and performance (see Excerpt 82). Moreover, by having questions and answers frequently during learning orally or written make them could check what they already comprehend about the topic and their pedagogical competence (Govender & Ajani, 2021) (see Excerpt 79-82), besides the information from their mid and final test (see Excerpt 83).

Having project work as one of evaluating process (see Excerpt 84-87) offered students a great opportunity to participate in the entire project process, including the selection and shaping of their learning material, the creation of their intellectual curiosity, and the promotion of self-regulation. (Project et al., 2018; Samsudin et al., 2020).

Within three types of autonomous learning activities, namely initiative, monitoring, and evaluation, assignments always present. The assignment has a different purpose in each process. The assignment in the first process aims to allow learners to look after knowledge, broaden educational knowledge, such as the mind mapping project (see Excerpt 28-29). The second process aims is to change the mindset and change themselves (see Excerpt 35). Meanwhile, the third objective is stimulating learners to be innovative in studying or performing other tasks such as expressing them in written or verbal terms (see Excerpt 30-31, 32-33). Further, assignment provision also plays a role in measuring the extent to which students master the material or course. Besides, a regular assignment with a focus on clear instructions, penalties, and rewards keeps students under supervision. It's quite surprising that a warning accompanied by a penalty and reward remains desired by students. They argue that it acts as a trigger for them to be responsible. Besides, self-learning requires students to be responsible, particularly in their learning materials, procedures, and time.

Empirically, all participants in this study did not deliver anything specific to activities that would increase their sense of decision-making on their learning. It reveals that the learners are lack of autonomous learning experiences (Lengkanawati, 2017); therefore, their past learning experiences and their understanding of independence and autonomy affect the degree to which they will embrace autonomous learning (Borg & Alshumaimeri, 2019b). Moreover, the tasks carried out to achieve the expected outcomes are not started until students have evidence of their self-efficacy. Finally, students need to assume that they have the capacity to carry out the assigned tasks and determine whether the predicted outcomes are important enough for them.

Pedagogically, they still cannot distinguish between the characteristics of independent learners and classroom learners themselves. Thus, in endorsing autonomy, they wanted their teachers to be more proactive (Humphreys & Wyatt, 2014). Teachers are therefore advised to focus more on developing students' metacognitive self-learning skills and cultivate a good environment so that autonomous learners are built-in tertiary level. Finally, consistent with the past findings, our research indicated that Asian students could not catch fully autonomous without the support of teachers (Humphreys & Wyatt, 2014; Nguyen, 2012).

5. Conclusions

The students' perception provides teachers with the awareness that the knowledge of how autonomous learning can be performed in the tertiary level is something that needs to be addressed, not only for students at the beginning of the semester but also for the all semesters. Consequently, they can easily decide the best activities for effective mastery of

learning in both classrooms and outside of the classroom. Besides, as teachers, we have been told that the activities students believe make them more autonomous are motivation in the form of suggestions, sharing experiences, or feedback for each assignment. In addition to requiring detailed guidance and the consequences of assignments, challenging tasks for creativity and innovation growth are highly desirable students for motivational tasks. The desired reference is also not only general but more specific to the metacognitive reinforcement of students.

Finally, the results showed that the experience of a conventional education system teaches learners to adapt dependent behaviour; in certain cases, the contexts of culture and education contribute to this as they contribute to the perception of the role they should play. Further, this study highlights the student's pedagogical experience as a factor to decide the degree to which autonomous learning is introduced and funded, drawing attention to the need for a thorough analysis of autonomous learning practices and supporting teachers for autonomy in tertiary education in Indonesia as well as in contexts designed to achieve autonomous language learners. This condition requires modernization of learning situation and learning strategies for the effectiveness of students' learning (Issa & Khataibeh, n.d.)connecting students' experiences with school life and stimulating serious thinking as students gain new knowledge. So that, this study aimed at investigating the impact of a teaching strategy adopting project-based learning on improving the critical thinking among upper basic Stage Students from male and female Science teachers' perspectives. The researcher used the descriptive-analytical method, through a questionnaire which applied to (111, their paper ends with consequences on how metacognition can improve learner autonomy for EFL learners in various educational settings. In addition, further studies are expected to investigate this topic at all educational levels. Besides, it is also important for teachers to study practical and pedagogical knowledge of autonomous learning to develop it properly.

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Appendix 1:

Excerpts from the students' interview and paper based-interview

1. Autonomous learning is similar to independent learning. It is determined from the following responses:

Excerpt 1

"studying by self" (student 1/ S1)

Excerpt 2

"learn by myself and run with the program" (student 2/S2)

Excerpt 3

"autonomous learning is the freedom to learn independently and without interference from outside parties or anywhere else" (student 16/ S16)

Excerpt 4

"how to get the target based on my strategy in learning" (student 17/S17).

2. Autonomous learning is a learning process to solve the problem. The excerpt below is the example

Excerpt 5

"autonomous learning is independent learning, where we solve our problems, while finding new problems and solve those problems" (student 5/ S5)

Excerpt 6

"autonomous learning is learning with our independence to find answers through our own methods and processes" (student 9/ S9)

Excerpt 7

"The way someone learns in his way and does not continue to depend on the instructor explanation" (student 11/ S11).

Excerpt 8

"In my opinion, independent learning is the way we learn to find something to solve the problem" (student 13/S13).

3. Autonomous learning is a way to learn by using our individual target, style, and strategies with no teacher's assistance. They mentioned that:

Excerpt 9

"The process of finding ways to learn owned by students because each student has a different learning style." (student 3/S3)

Excerpt 10

"Autonomous learning or independent learning is learning autonomously with our style and strategies so that we are free to define our objectives to be a success." (student 4/S4)

Excerpt 11

"The process of determining the style or method of learning with your style, with targets set by yourself." (student 8/S8)

Excerpt 12

"The way we learn independently, with certain objectives, in our way." (student 10/S10).

Excerpt 13

"autonomous learning is independent learning because everyone has their way of learning; maybe everyone has different goals of different methods so that the differences depend on themselves"(student 12/ S12).

4. Autonomous learning is a learning activity that focused on people's learning awareness so that they are motivated to be more responsible during the learning process. Student 14, for instance, commented that:

Excerpt 14

"It represents learning activities that are more focused on people's learning awareness so that they are motivated to be more responsible for the learning process." (student 14/S14)

5. Autonomous learning is a way of learning by using own target, style, strategies and know to get the assistance of a teacher. It is evident from the response:

Excerpt 15

" in my opinion, independent learning is learning the ways we cover all learning with our style and be able to know what, when we need help or support from others." (student 12/S12).

Below excerpts is the view of students about proposes autonomous learning activities: A resume.

Excerpt 16

"What lecturers ought to do is to inspire students by describing their learning goals, what are the positive results of independent learning, what are the bad effects if they do not undertake independent learning" (student 8/S8)

Excerpt 17

"the teacher must motivate students a lot, provide effective ways to successfully carry out independent learning and also

tell their experience in conducting independent learning.” (student 9/S9)

Excerpt 19

“Helping students learn independently by providing guidance and motivation to be able to conduct independent learning on their own as well as to guide them through the materials.” (student 12/S12)

Excerpt 20

“the lecturer can encourage his students to read the book as a whole so that they can focus on the material to be tested.” (S2/PBI)

Excerpt 21

“providing motivation and advice to build independent learning attitudes because of problems in learning, everyone has their way.” (S3/PBI)

Excerpt 22

“requesting students to google it and let us discuss next week. It can encourage the student to be responsible by answering some question based on the lesson.” (S4/PBI)

Excerpt 23

“the teacher must give explanations about the material.” (S1)

Excerpt 24

“The provision of varied teaching materials keep students focused and motivated and occasionally try something different by using varied learning methods in the classroom.” (S1/PBI)

Excerpt 25

“try to make teaching materials that can make students look for ways to do the learning such as role-playing, debate, brief transfer of knowledge, discussions, simulations, case studies, audio-visual presentations, and small group work. In this way, students can increase their independence without being forced” (S2/PBI)

Excerpt 26

“Teachers can provide teaching materials by utilizing the environment, learning books, the internet and teaching aids available in the school environment, in that way students can develop their independence in learning” (S4/PBI)

Excerpt 27

“ the lecturer may offer questions to students, then let them solve it by themselves, while the lecturer remains as a facilitator.” (S1)

Excerpt 28

“students are given assignments so that they can study at home independently; then the lecturer also provides learning media so that they also learn the media at home” (S2)

Excerpt 29

“Giving a good assignment in the form of mind mapping, for example, not summarizing so that the student can understand what his / her mind mapping means” (S3)

Excerpt 30

“The lecturer can give interesting tasks such as observation in a school, or the lecturer can encourage his students to read the book as a whole so that they can focus on the material to be tested” (S1/PBI)

Excerpt 31

“Give assignments that enhance the creativity of students so that they are encouraged to learn independently” (student 2/PBI)

Excerpt 32

“provide assignments that contain observation matters, such as researching a thing” (S3/PBI)

Excerpt 33

“Giving a clue for the addition of topic in the next meeting (maybe asking for a definition or specific topic)”. (S9)

Excerpt 34

“the lectures need to guide and facilitate the student to comprehend the learning objectives, as well as help them learn to be responsible. For example, the lecturer should explain the material of the lesson then give the students some questions.” (S1)

Excerpt 35

“Helping students learn independently so that they are more encouraged and inspired to be able to do independent learning by directing them with the materials.” (S2)

Excerpt 36

“Lecturers must participate in guiding students to attain successful learning.” (S1/PBI)

Excerpt 37

“give one task with several instructions and ask the student to do it by their self.” (S4/PBI)

A brave course outline provided by innovative and creative work during teaching-learning has helped students to focus and be able to fulfill what they need as expresses in responses 38-40.

Excerpt 38

“making appropriate techniques or methods that increase students’ creativity in the teaching and learning process.” (S1/PBI)

Excerpt 39

"Google classroom can be used to meet learning objectives while learning outside." (S2/PBI)

Excerpt 40

"the lecturer should have updated or up-to-date knowledge on the trend or the daily life of the students." (S3/PBI)

Another wish of the student is teacher facilitates and gives more opportunities to express their ideas in-class activities, as stated in responses 41-42.

Excerpt 41

"Lecturers owe students the opportunity to learn, to be able to express their ideas." (S1/PBI)

Excerpt 42

"The lecturer can be a facilitator, that is, the lecturer must be able to provide the student needs and materials they want."(S4/PBI)

Excerpt 43

"Teachers must monitor all of the assignments, home assignments, and other group assignments, and then provide class quizzes on the previous materials."(S2)

Excerpt 44

"Offer consequences, for example, a penalty should be given when students submit the task beyond deadlines." (S1)

Excerpt 45

"Teachers assign assignments to students and explains objectives should be achieved so that students do not neglect to perform their assignments. Then teachers need to provide feedback" (S3)

Excerpt 46

"Provide task-solving group problems. Each group, for example, has various tasks such as solving different problems and the instructor or teacher encourages students to compete to solve the problem." (S8)

Excerpt 47

"Regularly giving a task." (S1/PBI)

Excerpt 48

"The lecturer gives the task after one material over to make them understand." (S2/PBI)

Excerpt 49

"giving a detailed procedure." (S1)

Excerpt 50

"giving assignments and feedback to students, besides explaining the detailed objectives of the assignments so that the student is not negligent in doing the assignments." (S2)

Excerpt 51

" The lecturer gives direction to students so that they are enthusiastic in learning." (S3)

Excerpt 52

"teachers must guide their students by modelling the proper learning process and provide interesting materials." (S4)

Excerpt 53

"monitoring the progress of work." (S1)

Excerpt 54

"ask them to test their knowledge of something in general, how much they read a book or discover the information by themselves." (S5/PBI)

Excerpt 55

"the lecturer should ask students how far they are working on their assignments." (S2)

Excerpt 56

"interviewing and asking is more efficient." (S3/PBI)

Excerpt 57

"asking it again." (S6/PBI)

Excerpt 58

"test them with a few questions, always take a look at their class participation" (S10/PBI)

Excerpt 59

"The lecturer must develop good communication so that interaction is maintained with his students who study independently." (S1)

Excerpt 60

"Teachers must be able to approach each student so that they feel that their self is monitored during the learning process." (S4)

Excerpt 61

"the lecturer should be considerate and understanding of the students so that they do not feel awkward." (S1/PBI)

Excerpt 62

"If the communication between students and teachers is smooth, the evaluation process is very easy and fun while

students do not feel offended when their weakness is corrected.”
(S2/PBI)

Of course, a correction is given as feedback for every work as an appreciation for students. They contended that:

Excerpt 63

“every work submitted should be given feedback.” (S1)

Excerpt 64

“The lecturer gives assignments to students and then gives feedback besides tells the targets to be achieved so that this student is not negligent to do his assignments”. (S3)

Excerpt 65

“The teacher asks the causes that they cannot reach the target.” (S4)

Excerpt 66

“ The teacher gives the assignment under the time limit, but for those students who quickly submit the assignment, the teacher must appreciate the students in the form of rewards.” (S1)

Excerpt 67

“ if the student is successful the lecturer will give a reward.” (S1/PBI)

Excerpt 68

“I’d like to be noticed by the lecturer.” (S2/PBI)

Excerpt 70

“finding teaching materials that can make students think broadly and be able to develop these teaching materials broadly.” (S2/PBI)

Excerpt 71

“give us an opportunity to learn in the real situation such as teaching practice in a school”. (S4)

Excerpt 72

“By seeing the student’s direct performance at that time, the teacher can see the quality of students comprehension, the extent if students understand the material easily.” (S2)

Excerpt 73

“The students are expected to perform once the lecturer gives all the material, to identify the level of students’ comprehension.” (S4)

Excerpt 74

“The student performs so that later the lecturer can judge whether or not the student has mastered the given material.” (S5)

Excerpt 75

“the teacher asks the students to explain the media they have made in front of the class.” (S1)
“When I’m having a presentation and lecturer giving some comments that help me to be better.” (S2/PBI)

Excerpt 76

“we should get the opportunity to get continuous training that suit individual needs and provide chances to explore our ideas.” (S3/PBI)

Excerpt 78

“speaking practices should be provided so that we can speak in front of many people, to be more trained in speaking.” (S7/PBI)

Excerpt 79

“Through written or oral tests students can give what they have learned while studying with the teacher.” (S1)

Excerpt 80

“using a paper written test to measure students’ pedagogical competence.” (S3)

Excerpt 81

“students’ comprehension should be evaluated in every meeting, instead of in the written test.” (S2)

Excerpt 82

“Teachers can systematically, periodically, continuously, thoroughly gather and interpret students’ progress to make informed decisions about the process and outcomes of growth and development.” (S3/PBI)

Excerpt 83

“mid and final test” (S4/PBI)

Excerpt 84

“Written project, since students can pursue individual projects or group projects on their own. It depends on whether these two are feasible, but I am more inclined to group projects and therefore students’ have responsibility for their assignments.” (S2)

Excerpt 85

“Through giving individual assignments, students can discuss new perspectives acquired from their project responsibilities” (S3)

Excerpt 86

“teachers must often provide projects related to technology, such as making videos, songs, games about English and then published on social media, in the 4.0 industry era.” (S1/PBI)

Excerpt 87

“the teacher will give one material for each student to be presented. The lecturer will see the creativity of students and comment on what they did.” (S2/PBI)