

Promoting Task-based Autonomous Learning in Intensive listening Class through *Elica*

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Abstract. In this fast-growing digital era, students are sometimes demanded to be autonomous agents toward their own learning. The students need to adapt and custom themselves with the use of technology and gadgets in learning process. The rapid use of technology brings its own benefit in learning process, including in learning listening. Technology, both directly and indirectly, can drag the students to be actively participated in the learning process. When the students are highly participated and in charge in their own learning, it can be seen that they already become autonomous agents or learners. This research is a case study which tries to explore the use Elica website in promoting a task-based autonomous learning in Intensive Listening classes. Task-based is chosen since it has been adopted widely in higher education. Besides, this model seems fit to be applied in Intensive Listening classes which use Elica website. There were 56 students participated in this research. A set of questionnaire and an interview were used in this research. From the result it was found that most of the students belong to autonomous learners and more than 70% of them were included as independence learners. The presence of Elica website can provide the students with unlimited access in involving themselves in a task-based learning.

Keywords – *autonomous learning, listening, task-based, Elica*

1 INTRODUCTION

The existence of technology really give various and significant effect in language teaching area. Nowadays, the use of technology goes beyond the traditional computer assisted language learning. Instead of using technology only as a tool in teaching process, the use of technology is now shifted to be “a hand” which should enable students in triggering and enhancing their learning. Besides, Havriluk (2004) cited by [1] suggests the following for rationalizing the use of technology in a learning process: i) high motivation; ii) unique instructional capabilities; iii) support for innovative instructional approaches; and iv) increased teacher productivity and students knowledge construction. Thus, the use of technology, especially in a language learning, should present an opportunity for students in enhancing their knowledge capabilities. Dudeney (2007) cited by [1] adds that the use of

technology is now increasingly mobile. It gives more advantages for students in becoming autonomous learners by having independent and self-access language learning.

Providing students with an autonomous learning can accommodate students to be an effective learner. As stated by [2], the autonomy positively affects language learning and it is no doubt that learner autonomy can increase motivation to learn and learning effectiveness. [3] Learner autonomy needs to be considered because it gives more opportunities for students to be independent in learning. Furthermore, learner autonomy can be elaborated by determining how students are in fulfilling the criteria of learner autonomy, those are self-instruction, self-direction, self-access learning and individualized instruction (Dickinson in Kumaravadivelu 2003), as cited by [3]. In conclusion, the higher of the students' capabilities in fulfilling those criteria, the higher degree of the students' autonomy. This state of the students' autonomy will lead them to become successful learners, since autonomous learners hold responsibilities for their own learning [2].

In looking at learner autonomy, the self-access setting can offer learners choices in time, location, and pace of learning; the path through the material to be chosen; and the topics of interest. Technology can play a role in all of these [1]. Moreover, Nowlan as cited by [4] suggests using the internet and technology for having autonomy in language learning. In line with explanation above, this study aims to describe how the use of Elica, which is a customized website for listening learning, can promote an autonomy learning in Intensive Listening classes. Elica itself provides various listening sources for different levels of learners. There are various recordings and videos presented in Elica. It is chosen because this study holds the concept of autonomy learning, in which self-access is highly considered. Elica allows the students to access the materials at anytime and at anyplace. In addition, Elica provides chances for the students to create tasks and to involve in a task-based listening activity.

A task-based model has been chosen in this study since this model seemed fit to apply in listening learning. The design of a task-based lesson is basically involving a task as a component of lesson [5]. Nunan (1991) in Oura (2001) as cited by [6], states that the focus of task-based language teaching is on engaging students to comprehend, manipulate, produce and interact in the target language.

Thus, this study tries to utilize the benefits of technology in language learning through the use of Elica website in promoting a task-based autonomous learning for the success of the students in listening learning. By providing a task-based autonomous learning through the use of Elica website and having a task-based activities during the listening learning, the students are expected to be effective and autonomous learners.

2 METHODOLOGY

This study is aimed at drawing qualitative conclusion through case study on using Elica to promote a task-based autonomy learning in Intensive Listening classes. This study reported the actual data from the natural setting. The subjects of this study consisted of 56 students of English Department Universitas Tidar who joined Intensive Listening classes. Two primary techniques of data collection were used in this study, they were questionnaire and interview. A set of questionnaire was distributed through google form. The questionnaire was adapted from [7]. The students were given the links of the google form to access, and then they filled and sent the questionnaire back. The set questionnaire consists of three different questionnaires, the first one is related to the students' autonomy learning stages which include self-planning, self-monitoring and self-evaluation represented by 12 statements with two options 'yes' and 'no'. The second questionnaire investigates the students' use of autonomy

strategies, which consists of 27 statements with two options 'yes' and 'no', reflecting the students' independence in listening learning. There are 16 statements which reflect independence in learning and 11 statements which reflect dependence in learning. The third questionnaire was constructed to expose the students' attitudes towards the use of Elica website. It consists of 5 questions with two options 'agree' and 'disagree'.

On the other hand, the interview itself is an open-ended question adapted from [8], which reveals the students' perception about the use of Elica in Intensive Listening classes. The data analysis is conducted quantitatively. After gathering the results of questionnaire and interview, all the data then is analyzed quantitatively and comprehensively.

This research had been conducted for seven meetings. It was during the seven regular Intensive Listening meetings. During the times, the students were asked to contribute actively in listening learning activity by using Elica website. Every meeting, different students were chosen to take responsibilities for deciding the materials and the activities through Elica. The questionnaire and interview were given after those seven regular Intensive Listening meetings.

3 FINDINGS AND DISCUSSION

The questionnaire and interview were given after the regular Intensive Listening meetings. From the first questionnaire, which investigates autonomy learning of the students, it reveals the students' profile of autonomy learning. The result of the first questionnaire can be seen in the following table:

Table 1. The Result of Questionnaire on Students' Autonomy Learning

No.	Statements	Students' Response (%)	
		Yes	No
	Self-Planning		
1.	Students' material preparation before the class begin	52,6	47,4
2.	Students' listening strategies	59,6	40,4
3.	Students' activeness in finding the information of the material	75,4	24,6
4.	Students' sources preparation before the class begin	59,6	40,4
	Self-Monitoring		
1.	Active in questioning the material	50,9	49,1
2.	Active in working individually or group	94,7	5,3
3.	Active in using dictionary and other sources	94,7	5,3
4.	Active in correcting the task	78,9	21,1
	Self-Evaluating		
1.	Re-study the material by their own	68,4	31,6
2.	Re-discuss the material with their friends	77,2	22,8
3.	Active in asking the difficulty to the teacher	52,6	47,4
4.	Active in finding the difficulty by themselves	91,2	8,8

From the table above, it can be seen that most of students gave positive responses towards autonomy learning. There are stages which show significant response from the students, they are self-monitoring stage and self-evaluating stage. From self-monitoring stage, the significant responses are shown by the students' activeness in working individually or group and also their activeness in using various sources. It holds 94,7 % of the students who are included of active learners. While from self-evaluating stage, the most significant response is

shown from the students' activeness in finding their difficulty themselves. There are 91,2% of the students were able to find their difficulty in listening learning.

The second questionnaire consists of 27 statements, which 16 statements reflect students' dependence in learning and the other 11 statements reflect students' independence in learning. From the second questionnaire, how they reacted to their autonomy learning is shown by the table below.

Table 2. The Result of Questionnaire on the Students' Use of Autonomy Strategies

No.	Statements	Students' Response (%)	
		Yes	No
1	I usually set my own goal for each semester.	80,4	19,6
2	I use other English books and resources on my own will.	83,9	16,1
3	While learning listening, I like activities in which I can learn on my own.	87,5	12,5
4	I like trying new things while I am learning listening.	100	0
5	In the future, I would like to continue learning listening on my own/without a teacher.	78,6	21,4
6	In the listening lesson I like projects where I can work with other students.	67,5	12,5
7	I can learn the English on my own/ without needing a teacher.	37,5	62,5
8	If I cannot learn listening in the classroom, I can learn working on my own.	76,8	23,2
9	I like learning English words by looking them up in a dictionary.	83,9	16,1
10	I would like to use cassettes/ video/ CD's in the foreign language, outside of the classroom.	80,4	19,6
11	I would like to select the materials for my listening lessons.	75	25
12	In fact I like to listen English outside of the classroom.	78,6	21,4
13	I know how I can learn listening the best.	53,6	46,4
14	If I haven't learnt something in my listening lesson, I am responsible for it.	82,1	17,9
15	I know my weaknesses and go for it.	82,1	17,9
16	I have my own ways of testing how much I have learned	69,6	30,4
17	My language learning success depends on what I do in the classroom	44,6	55,4
18	I am afraid that I won't learn a topic if the teacher doesn't explain it in the listening class.	21,4	78,6
19	I learn better when the teacher explains something on the board.	10,7	89,3
20	I feel confident when the teacher is beside me while I am learning listening.	46,4	53,6
21	I can learn listening only with the help of my teacher.	80,4	19,6
22	My teacher always has to guide me in learning listening.	35,7	64,3
23	While learning listening I would like my teacher to repeat grammatical rules.	8,9	91,1
24	I feel happy when my teacher explains very detail of English.	3,6	96,4
25	I like my teacher to correct my errors when I make a mistake.	5,4	94,6
26	I want the teacher to give us the words that we are to learn.	0	100
27	Every time I have an assignment, the teacher should score or correct it.	1,8	92,8

Based on the table above, we can see that most of the students belong to independence learners. The most significant result is shown the state where the students like to try new things in listening learning. All of the students agree that point. Out of 15 statements which reflect independence in learning, there is one condition which reveals that 62,5 % of the students admit that they still need a teacher in listening learning process. They might not feel confidence to learn their own way without the presence of the teacher. While from 11 statements which reflect students' dependence in learning, there are two conditions which show that the students feel that their success of learning depends on the help from the teacher, it reached 80,4 % of students. It indicates that most of the students still have low confidence that they can learn listening themselves independently.

Table 3. The Result of Questionnaire on the Students' Attitude towards Elica

No.	Statements	Students' Response (%)	
		Agree	Dissagree
1	Freedom of choosing when and where to learn	96,3	3,7
2	Learner choice of learning materials	92,6	7,4
3	Meeting learners' need	92,6	7,4
4	Interesting learning media	100	0
5	Increasing exposure to listening learning	98,1	1,9

From the table above, it is found that almost of the students gave a positive attitude towards the use of Elica website during the listening learning. Most of them agree that Elica website contains of various listening sources, so it will give them more freedom to choose any sources regarding to their personal choice. More than 92% of the students also think that materials in Elica website meet their need in Intensive Listening course. At one point, all of the students agree that Elica is an interesting media used in listening learning. Lastly, more than 98% of the students state that they can expose more in listening learning through Elica.

For the interview, there were three questions given for the students. The interview itself is basically as an affirmation of the students' opinion toward the use of Elica during the listening learning. The questions exposed in the interview were: i) What did you like most about ELICA website?; ii) What have you gained as a result of the use of ELICA website?; and iii) How do you suggest the component of ELICA website could be improved?. The result from the interview has been summarized on the table below.

Table 4. The Summary of the Students' Response from Interview

No.	Questions	Summary of the Students' Response
1	What did you like most about ELICA website?	1. Various sources for listening 2. Independence and easy use 3. Clear voice or sound
2	What have you gained as a	1. Interesting way in listening

	result of the use of ELICA website?	learning 2. More opportunity to practice listening 3. Improving vocabulary
3	How do you suggest the component of ELICA website could be improved?	1. Adding more exercises and questions 2. Improving the theme and template of the website 3. Adding 'delete' and 'edit' buttons on the reply column. 4. Adding feedback 5. Adding 'search' feature 6. Adding more interesting menus

At the first place, the purpose of this study is to seek out the students' learning autonomy after having a task-based listening learning by utilizing Elica website as a source. In seeking out it, a aset of questionnaire and an interview has been used in this study. From the result of the questionnaires related to the autonomy learning, it reveals that most of the students are autonomous learners. It reaches 67,53% of the students who belong to autinolous learners. They have a high result on all three aspects, which are self-planning, self-monitoring, and self-evalutaing. The result indicates that more than 50% of the students were more responsible for their own learning and had initiatives in finding solution for their problems in listening learning. While from the independence and depeance aspects, more than 75% students were concluded as independence learners. But still there are two areas in which the students were less independence, the presence of the teacher and their dependence on classroom activities cause a worriness for them. They still believe that their success of listening learning depends on the presence of the teacher.

Furthermore, from the result of the students' investigation related to the use of Elica website, more than 90% of them agree that Elica website can provide them unlimited access in getting sources for listening. They admitted that by using Elica, they can be actively participated in the listening learning. They can have a freedom to choose various sources provided by Elice, to create tasks, and to reply to the tasks. Moreover, they agree that Elica is easy to use, free-aceees, and it has lots of sources for listening learning. But still some improvement is needed for Elica. By improving the menus, features, and the lsitening practice in Elica, it will improve the the function of Elica as a listening learning source.

4 CONCLUSION

This study has revealed that the use of Elica website in promoting a task-based listening learning bring positive feedback from the students. By the help of technology, it can foster them to be more responsible with their learning. Besides, bringing the use of technology in listening learning also can force the students to be independent learners. Being responsible and independent have correlation with autonomy learning, which can lead the students to achieve success in a language learning [4]. Moreover, Elica website can be as a recomended listening source in conducting a task-based listening learning. Still, some improvements are needed for Elica in order to be more reliable source for listening learning.

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