

Students' Perspectives on Mix Language Learning Strategies (Mix LLS) in Improving Their Learning Autonomy (LA): Indonesia EFL Context

Kiky Soraya¹, Nenden Sri Lengkanawati²

¹Language Center, Primary Teacher Education Department, Faculty of Humanities, Bina Nusantara University, Jakarta Indonesia, 11480

²English Education Department, Graduate School, Indonesia Education University, Bandung, Indonesia, 40154

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Abstract: In this 21st Century era, learning process is directed to support students to be a long-life learner, creative and innovative. However, in Indonesia, spoon feed tradition and limited teachers that tried to teach the students how to learn (to be autonomous) tend to be the major issues and problem nowadays. Since, many experts suggested numbers of strategies to improve the students' Learning Autonomy, there is no single learning strategy that is suitable for the whole students. Therefore, it is very crucial to know the students' responses toward the mix LLS that have been applied in their classroom for the further teaching and learning improvement. Mix Language Learning Strategies (Mix LLS) was applied in the classroom and Mix methods were also used in this study. The result shows that (1) Students' perception about the Mix LLS is positive; (2) Mix LLS proves in helping the students in improving their English skills; (3) The common Mix LLS-Activities enjoyed by the students during the implementation of LA are project and portfolios but they are not really like to create the learning schedule and diary or self-reflection.

1 INTRODUCTION

21st Century Learning having a lot of aspects to be considered such as the Key Subjects of century Themes and 3Rs (Resourcefulness, Responsibility, and Respect), Life and Career Skills, Learning and Innovation Skills (4Cs: Critical Thinking, Communication, Collaboration, and Creativity), and Information and Media Technology Skills. It means that language education in the 21st-century demand complex skills to be mastered through a long-life learning.

Since we know that the big problem of Education in Indonesia context is the spoon feed tradition in which teacher has not been ready yet for the changes. LA is rarely used in Indonesia due to several challenges such as lack of teacher readiness (Dwee, 2017). In contrary, students can be able to do autonomous learning when they were taught how to learn and how to be autonomous learner appropriately. Students can evaluate their own learning by themselves rather than waiting for teachers to do so (Reed, 2017). Regarding to this

case, teachers need to change the habit and try to be committed to dig out and implement the appropriate strategy that can be suitable for their students.

To overcome the autonomous problem in Indonesia context, many experts suggested numbers of strategies to improve the students' Learning Autonomy. Since there is no single learning strategy that is suitable for the whole students. Therefore, in this study, the researcher tries to combine some best practices teaching strategies to cope with an autonomous learning problem. The strategy called Mix LLS or 2MRS1W that will be explained further in the Literature Review.

This study is aimed at finding out the students' perception toward the implementation of Mix LLS; finding out whether Mix LLS significantly help the students in improving their English Skill, and finding out the common Mix LLS-Activities enjoyed by the students during the implementation LA. The research questions of this study were formulated as follows: What does the students' perception toward the implementation of Mix LLS?; Does Mix LLS significantly help the students in improving their

English Skill?; and What are the common Mix LLS-Activities enjoyed by the students during the implementation of LA?

Since many research talk about LA and the implementation of LA from the teacher's belief or view. This study area then focused on the other point of view that is the students' perspectives on Mix LLS implementation. Because of the appropriateness and complexity of the situation, the data were gained from the students responds toward Mix LLS implementation and used Mix methods analysis (quantitative and qualitative analysis) at Bina Nusantara University Indonesia in such period.

2 RELATED THEORIES

A really closed theories show the global agreement that teachers were agreed of the effectiveness of Learner autonomy, it is developing students' ability and responsibility to control their learning with the teachers' supervision and teachers were willing to extend further investigation about LA in their classroom although there were some obstacle and special finding in each context (Loi, 2016, Keuk & Heng, 2016, Tapinta, 2016, Valdez, 2016, Lengkanawati, 2016, Otsman & Wood, 2016).

Moreover, to be successful in the application of learner autonomy, LA, Singleton, et al. (2006) on the one hand, state concentrated time enjoyed by learners in their learning would appear to facilitate significant linguistic gains. Furthermore, the interrelationships between teacher and learner autonomy can be seen clearly since it depends on how much the process of these concepts are applied, interpreted, and situated in the contexts (Lamb & Hayo, 2008).

Mix LLS or 2MRS1W was a combination of Language Learning Strategies that is basically mixing Metacognitive Strategy, Mobile-Assisted Language Learning (MALL), Reflective Dialogue, Reflective Learning, Self-Access Learning Center (SALC), Scaffolding Technique, and Weblog. It means that the Metacognitive strategy used in this class is mixed with the use of mobile phone, dialogue with the teacher, self-reflection, self-practice in the Language Laboratory, sharing basic knowledge to the students, and "Binusmaya" as the Learning Management System and "Weebly" as the media of writing.

The term Mix LLS was taken from some following theories. The dynamic metacognitive system perspectives have a big positive impact toward LA (Zhang, 2016). Then, examine the

improvement of LA through the explicit use of LLS in EFL learning through a mobile-assisted language learning (MALL) among English as a foreign language (EFL) in Arabic (Alzubi & Manjet, 2017). The research consequently resulted in the improvement of LA in virtual learning environments. This strategy mostly teacherless. It helps students to control and manage their own language learning in almost independent learning settings, freedom in place, access, resources, and material choices.

In addition, Theuse of instruction mediated by smartphones in EFL reading context to improve LA (Alzubi, 2017). Many experts also suggested numbers of strategies to improve the students' Learning Autonomy through Self-Access Learning Center (SALC) and reflective Dialogue, weblog, reflective learning, scaffolding technique (Huw, 2017, Azari, 2017, Liu & Wenqian, 2017, Weinstein, 2017). Based on the previous research, the researcher agreed to use Mix LLS to accommodate the student's multi-characteristics rather than use only one LLS.

A study showed that write an article verifies the pedagogical literature that giving an opportunity for the students to autonomously learn and develop confidence is crucial for the independence that they need to achieve a successful career and life (Henry, 2017). To achieve this goal, become an Autonomous Learner is crucial. Many experts in some countries such as Vietnam and Arabic, believed that promoting learner autonomy was a desirable goal and described how they tried to achieve this goal in their teaching (Nguyen & Ian, 2017, Borg & Yousif, 2017).

In terms of the beginning definition of LA, researchers state that there are different views and interpretations of learner autonomy (Palfreyman & Richard, 2003). Some writers are concerned with the language used independency; independent language learning; or learner autonomy interpretation in general. The idea above basically related with a theory that each individual learner holds their own unique complex set of self-beliefs, which influence not only the way learners choose to act and the kinds of decisions (Mercer, 2011). These two theories are underlying the basic concept of Learner autonomy belief which regards the individual uniqueness individual process in learning the language.

Moreover, a very related research report indicate 3 major findings that the satisfaction of the students in terms of their independent learning help the students to improve their English proficiency and collaborative study are also included in this study

then important to check whether mix methods can really help the students in developing LA and English Skills and try to dig out the best activities to be used in Indonesia context (Hu & Zhang, 2017). In addition, self-learning, collaboration, and self-access are also the key success of implementing LA (Little, 2017).

All of those propose number of strategies have positive and negative impacts for the Learner Autonomy (LA) development. To take the benefits and reduce the weaknesses, the researcher interested in finding out the impact of mixing Learning strategies toward LA. The basic reason of applying mix methods was because no one best strategy that is suitable for everyone. Therefore, teachers Creativity in using the composing the appropriate Language Learning Strategy (LLS) is important in this context. This idea is supported by a statement that EFL learners whose teachers had a high Critical Thinking level showed a higher Learning result (Nosratinia & Alireza, 2017).

3 METHODOLOGY

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A mixed method was used in this study, qualitative and quantitative data analysis were implemented for the data interpretation. The study pursued to find out the students' perceptions toward learner autonomy experiences and the Mix LLS implementation in the teaching-learning process through google form questionnaire using Likert Scale. The study also tried to look at the significance of Mix LLS during the English classroom on the basis of the TOEFL IBT program through the Pre-Test and Post-test. An online interview was also distributed in Binusmaya to get more details about the implementation. Besides, an observation checklist was also used to give a specific illustration of the classroom activity.

The quantitative data from the questionnaire in the form of frequencies were described to answer research question number one about the students' perception toward Mix LLS and supported with the observation result. Next, the result of quantitative data analysis from TOEFL IBT Pre-Test and Post Test used to answer research question number two related to the students' English skills improvement.

At last, the data from the previous questionnaire once again was elaborated in the interview to answer research question number three about the enjoyable learning activity during the implementation of Mix LLS.

The questionnaire was shared with 128 participants through google forms and 121 of them filled out by the participants. There were 128 students participated in the Pre-Test and Post-Test of IBT TOEFL examination to see whether there is an improvement on their English Learning. Then, after the test, there were 121 participants filled out and participated in the questionnaires and online interview. Seven of the students did not fill out the questionnaire and interview without any detail information. Accompany those data, the researcher's observation also used to give further details of the Mix LLS implementation toward LA.

Data were collected from the questionnaire, TOEFL IBT Pre-Test and Post Test, interview and observations during the classroom. The questionnaire developed and modified basically from Macaskill and Taylor (Barnard & Li, 2016). There were 15 items to be filled using Likert Scale starting from strongly disagree, disagree, fair, agree, and strongly agree. The Pre-Test and Post Test were using TOEFL IBT Computer Based Test. There are 8 items of interview guidelines developed based on Mix LLS Principles "2MRS1W" (Huw, 2017, Azari, 2017, Liu & Wenqian, 2017, Weinstein, 2017) and 5 items observation checklist by Benson (2003).

All questions covered in the questionnaire were calculated using descriptive statistics to look at frequency counts and percentages. Those 121 filled out questionnaires were analyzed statistically using Google Form. The results of the Pre-Test and Post-Test were analyzed using SPSS to see the significant improvement in the students' English mastery. Utilizing the mixed methods in nature of this study, data analysis also involved data transcription, interpretation, and description from the interview and observation.

4 FINDINGS

Related to the first research question, almost half of the respondents enjoyed and almost a quarter of the participants really enjoyed and a quarter of them fell common about LA new learning experiences. This result can be seen at table 1 in which 49.6% participants are agree and 24% of them are strongly agree, 25.6% are in the fair position and only 0.8% participant disagree about enjoying new learning

experiences using LA. In addition, the result from the observation in the class is also supporting the first finding about the students' positive responses. Based on the observation developed from Benson theory (Benson, 2003), the class condition during the implementation of Mix LLS was active, the students know well what they should do and what they should improve with teacher as the facilitator that provides the opportunity to choose many topics. The students can make a choice on the way of learning. During the class, dialogic reflection is also used. Finally, they showed a great enthusiasm to share about what they have learn to the friends.

Secondly, for research question number two, to see whether there is a significant difference in the students' English skill before and after the implementation of Mix LLS. It can be concluded that there is a significant difference between the Pre-Test and the Post-Test because t-table 0.000 is lower than the significant level of 0.005. It means that mix LLS is also improving the students' English Skills ability. The detail information can be seen from the result in figure 1.

Table 1: Pre-Test and Post-Test Significant Result.

Pair 1. POSTTEST_PRETEST

Paired Differences	Example column 2
Mean	13.805
Std. Deviation	3.988
Std. Error Mean	.353
95% Confidence Interval of the Difference- Lower	13.107
95% Confidence Interval of the Difference- Upper	14.502
t	39.160
df	127
Sig. (2-tailed)	.000

Thirdly, answering the last research question, based on the data from the questionnaire, showed that in making schedule and diary there are less than 50% of students enjoy or really enjoy the activity. That was different from the project and portfolios responses that achieved more than 50% enjoyed and strongly enjoyed comments. From the interview analysis, the result also indicates that metacognitive strategy used in this class with the assistance of mobile phone, dialogue, self-learning, scaffolding, and "Binusmaya" or LMS help the students much in learning but for self-reflection after class that is not really loved by the students. Further discussion on the interview findings can be seen in the following interview analysis.

Related to the students' planning, the students feel that they need improvement in planning. *"My planning for my English learning needs to improve. I have learned a lot from the lecture and I think the lecture is doing a fantastic job of giving a topic and give some advice and self-learning. I think there are a lot more things that I will learn not just in the class but also in outside of the class."*

The role of the mobile phone in the English learning is perfectly helpful. *"I think it works perfectly and just what I need to gather information. Sometimes when you get unrecognized the words sometimes I need a mobile phone or a laptop to guide me there and sometimes the lecture gives an assignment not in writing but in the mobile phone so the mobile phone works just what I need."*

Teacher's feedback through dialogue in the class was helping the students to get feedback and planning. *"I think the teacher has to do a fantastic job and giving a good feedback about what the student needs to achieve and the teacher gives the best dialogue spoken in English to help everyone speak out and plan the next learning."*

The class reflection after the class discussion is not really loved by the students. *"I think is good having a reflection but I think most of the students disagree with that so its work to try."* Teacher's scaffolding is helping much for the future study. *"The basic was really helpful to get a lot of information and achieve of what I will learn"*

Self-Access Learning in the Laboratory was very useful in improving the students' English skills. *"I think it works good and I think is the best way how we manage to improve our skill by practicing in the lab and the application works so well."* LMS facilitate the students in improving the learning. *"I think it helps me a lot in this semester and giving an improvement. Hope it will be stay that way."* Mix Language Learning Strategy can be a good propose strategy to be applied in improving the students LA. *"I think the mix Language Learning Strategy is the best way to be. It provides many ways of learning"*

Since the interview mostly shows a similar result with the questionnaire and the tests, shortly, for the last research question, the most enjoyable activity on Mix LLS implementation are project and portfolios. However, the data also shows that they are not manageable, not really like to create the learning schedule, diary, and there is a willingness to make excuses when there is a chance.

5 CONCLUSION

The result shows that (1) Students' perception about the Mix LLS is positive; (2) Mix LLS proves in helping the students in improving their English skills; (3) The common Mix LLS-Activities enjoyed by the students during the implementation of LA are project and portfolios but they are not really like to create the learning schedule and diary or self-reflection. These findings can be understood. Since we know, culturally Indonesia is not a written society.

Although Mix LLS can help the students to develop LA there were still some limitations in making the students love to create schedule, diary or self-reflection in a written form, and there are students' tendency to make excuses of tasks when there is a chance because of the limitation of time. Practically, based on the existing findings, the teacher's and students' belief, assurance and motivation are the key points to be successful in applying LA in the classroom setting. However, there can be a further research to dig out appeared issues about written- form scheduling, self-reflection, and excuses behavior.

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If any, should be placed before the references section without numbering.

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