

THE EFFECT OF GOOGLE CLASSROOM ASSISTED EXTENSIVE LISTENING ON LISTENING COMPREHENSION ACROSS LEARNING AUTONOMY

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ABSTRACT

The research aimed at identifying the effect of Google Classroom Assisted Extensive Listening (EL) on English as a Foreign Language (EFL) Students' Listening Comprehension across Learning Autonomy (i.e., high learning autonomy, and low learning autonomy). The research involved 78 students from two classes, which were divided into the experiment and control group. The experiment class was treated by practicing EL with the support of Google Classroom, on the other hand, the control group was treated by practicing EL by using the traditional platform (written listening journal). The students in each group were further grouped based on their autonomy level (high and low). The result of the research reveals that the mean score of the experiment group is much higher than the control class. It means that students who practiced EL with the support of Google Classroom have better listening comprehension as compared to the students who practiced EL by using the traditional platform. However, the research indicates no interaction from each learning autonomy level with the listening comprehension of both groups.

Keywords: google classroom assisted extensive listening, listening comprehension, learning autonomy

INTRODUCTION

There has been a growing interest in research that is investigating the practice of Extensive Listening (EL). Several studies have already indicated that EL improves language proficiency in general (Renandya, & Widodo, 2016; Chang & Millett, 2016; Chang, Millett, & Renandya, 2019; Pamuji, Waring, & Kurniawan, 2019; Sofiana, 2015). EL is also beneficial in enhancing listening fluency, as well as listening comprehension (Renandya, Hamied, & Nurkamto, 2018). These studies mentioned examine the practice of EL in the L2 context. There are only limited studies investigating the practice of EL in the EFL (English as a Foreign Language) context, especially those that use technology-supported learning platforms (google classroom) as a media.

EL is considered the sister of Extensive Reading (ER); therefore, the aim, benefit, and principles of the ER can also be applied to EL (Renandya & Jacobs, 2016). Some principles of EL, such as, students select listening material that they want, listening is for

pleasure, listening should be done autonomously, and the presence of teachers is to make sure that the students are on the right track when doing EL, is closely related to autonomy in learning. However, most studies of ER examine the practice of EL without much regard for students with different learning autonomy (high and low learning autonomy). Therefore, the research focuses on identifying EL's effect with the support of Google Classroom on listening comprehension of students with different learning autonomy levels.

Listening has been considered by most English learners, especially those with lower-level proficiency, as the most difficult skill to master (Chen, 2019). Most of the students majoring in English at the Faculty of Teacher Training of State Islamic Institute of Bukittinggi are also having difficulties in listening. Difficulties in listening are related to the fast speech rate, failure in recognizing, and difficulties in segmenting words in connected speech. As a result, students are unable to comprehend the listening materials. The number of unfamiliar vocabularies, pronunciation, and sentence complexity has also been identified as what makes it

difficult.

In the EFL setting, the limited amount of time students spent on listening practice inside the classroom is considered not sufficient for providing exposure to students to be able to have excellent listening comprehension skills. Just like reading skills, the best learned for listening skill is through frequent listening. The more students are exposed to a large number of spoken texts, the better their listening comprehension skill is (Ivone & Renandya, 2019). EL, which means language learning approach, encourages language learners to be exposed to a large amount of comprehensible input over an extended period of time. It seems to be suitable to help EFL students majoring in English.

There are several advantages of EL (Chang & Millett, 2016; Chang, Millett, & Renandya, 2019; Pamuji, Waring, & Kurniawan, 2019; Sofiana, 2015). First, EL is motivating. When practicing EL, students have the opportunity to choose the spoken text within their proficiency level, and the topic of spoken text that they like. When students already feel that the spoken text is understandable and interesting, they will likely have an enjoyable listening experience. It is also possible for the students to be more focused on understanding and interacting with the spoken text. Thus, students are going to be more involved and motivated. Second, EL helps students enhance listening fluency and automaticity in recognizing spoken texts. The possibility for students to practice listening to the spoken text within their proficiency level for a significant amount of time builds their confidence and helps them to be more familiar with the normal speech rate. It also will be easier for them to recognize spoken words, and to chunk for better comprehension. Third, EL enhances students' listening comprehension. Finally, EL fosters autonomy. The practice of EL provokes students to be more responsible in learning for choosing listening materials based on their personal needs, monitor, and evaluate their listening activities.

EL is defined as listening for pleasure. It is an activity of listening for a large number of spoken texts, and the focus of the activity is getting information, or general understanding described that EL involves a wide range of listening activities which include listening to songs, radio, online stories, YouTube, TV series, movies, TV news, documentary films, and so forth. Several websites offer listening materials that are useful for EL (Ivone & Renandya, 2019). One of EL's most important characteristics is the material for it should be within the students' level of proficiency; therefore, materials must be selected appropriately. When principles of ER are considered applicable for EL, some consideration should be taken into account in the implementation of EL (Renandya & Jacobs, 2016; Renandya, Hu, & Xiang, 2015; Jacobs & Renandya, 2015). They are (1) the listening materials are easy for the students; (2) the listening materials and the topics should be varied; (3) the students are free to choose listening material that they like; (4) the students need to listen to a large number of spoken texts; (5) listening

activity should be done for pleasure, and the aim is for obtaining information and general understanding; (6) listening activity is a personal process; (7) listening fluency is achieved by staying within the students' linguistics ability; (8) students do the listening activity autonomously, and it is done based on the students' preferences; (9) teachers are only responsible for making sure that the students are on the right track in doing EL; (10) teachers should set an example for their students.

One of the most commonly used assessment methods in EL is listening log/diary/journal. Students are basically recording their EL activities as well as their reflections on their listening experience in the listening log. Listening log consists of information about the students, the spoken text (title, duration or length, and sources), and post-listening activities like summary, opinion, or other kinds of reflection on the text (Schmidt, 2016). Using a listening log in EL helps students plan, monitor, and evaluate EL activity, which can also promote their listening autonomy (LA) (Chen, 2019).

Using Google Classroom is suitable with the merits of the 21st-century education where the concept of learning shifts from listening to teachers passively to actively applying and pursuing knowledge by integrating technological tools as teachers are now dealing with technology-literate students (Richards, 2015). Using technology in the classroom has been proven to be more effective as compared to traditional classroom teaching (Hussin, 2018; Smadi, Mohammad, & Rahman, 2020; Vendityaningtyas & Styati, 2018; Tyas et al., 2020; Chun, Kern, & Smith, 2016). To help the student be more engaged, motivated, and supported, the teacher can use Google Classroom as a learning platform.

Google Classroom is a free web service that aims to simplify creating, distributing, and grading assignments in a paperless way. Google classroom is equipped with Google Drive for creating and distributing the assignment; Gmail for communication; Google Docs, Sheet, and Slide for writing; and Google calendar for scheduling. Mobile application for iOS and Android devices is also available, and it makes it easier for both students and teachers to carry out EL activity since they have access through their mobile phones. To join a class, students can be invited through a private code. Each class automatically creates a folder in the respective user's drive where students can submit assignments in a paperless way. Both students and teachers can attach files in the form of audio, video, and other files in a different format. It is also possible for the teacher to monitor each student's progress, give grades, and private comments.

Google Classroom provides support for both teachers and students in the implementation of EL for several reasons. First, the 'Classwork' feature in Google Classroom enables teachers to post weekly assignments by stating clear instructions of EL activities. The teacher can share the file in a different format as well as a website or links where students

can access the listening materials. This feature also allows the teacher to monitor students' work. Once the assignment is posted, the students can directly submit their listening log through their own accounts in a paperless way.

Second, the 'Grading' feature in this application permits the teacher to give grades or comment on students' work. It is also possible for students to revise their work accordingly to the teachers' feedback. Giving grades (not encouraged in EL) and private comments can be very useful for students since they are aware that their activities are being monitored. Students feel motivated and encouraged when the teacher gives private comments on their work since it is a whole new learning experience for them.

Finally, the 'Stream' feature in Google Classroom enables teachers to communicate online with all the students regarding their work or other topics. It functions as a media for teacher-students and students-students interaction on EL activity, which is not possible when listening logs are done in written form. The teacher can post the announcement or other topic of discussion to the class, and it can be commented on by the students. This feature is very useful in EL since the teacher can choose 'listening log of the week' as one of the week's best logs, and the students can comment on the teacher's choice. It is a piece of useful information for the students since it provides them with the knowledge on how to plan, monitor, and evaluate their next logs. Thus, Google Classroom does not only provide support for students and teachers in EL but also helps students to be more engaged and motivated.

One of EL's characteristics is the students do the listening activity autonomously; meanwhile, not all of them are autonomous learners. Some are autonomous, and some others are not. A questioner is used in the research on how to measure students' autonomy and classify them into students with high and low autonomy. There has not been a lot of research investigating the effect of EL on students with different autonomy levels. Learning autonomy can be described as the ability to take charge of one's own learning (Everhard, & Murphy, 2015; Balçikanli, 2010). A well-known definition of autonomy is the ability to take charge of one's own learning. Later this concept is further elaborated, and autonomy is widely considered as something that cannot be described as a single behavior. Thus it has a multidimensional construct (Everhard & Murphy, 2015). Later it is described that autonomy consists of four main dimensions; technical, psychological, political-philosophical, and socio-cultural autonomy. Then it develops an instrument measuring autonomy called MILLA (Measuring Instrument for Language Learner Autonomy). MILLA is used in the research to measure students' autonomy and classify them into students with high and low autonomy.

Based on these explanations, the research aims at answering the three following questions; (1) Do students who practiced EL by using a technology-

supported learning platform (Google Classroom) get better listening comprehension than those who practiced EL by using traditionally supported learning platform (written listening journal)? (2) Are there any differences in the listening comprehension of students with high autonomy and low autonomy? (3) Are there any interactions in the listening comprehension and autonomy level of students practicing EL by using a technology-supported learning platform (Google Classroom) and by using traditionally supported learning platform (written listening journal)?

METHODS

The research employs a factorial design. A factorial design is a form of a true experiment where the researcher controls independent variables and allowed them to vary in forms of multiple factors. It allows the researcher to examine the effects of two or more individual independent variables simultaneously, as it also enables the researcher to investigate the interaction among variables (Gay & Mills, 2016). This design is intentionally chosen since it is possible to uncover not only which group (EL with Google Classroom versus EL with traditional platforms; written journal), and (high listening autonomy versus low listening autonomy) has better listening comprehension but also to identify the interaction between EL and LA. Interaction between variables indicates that each method (EL with Google Classroom and EL with traditional platforms; written listening journal) is differentially effective depending upon students' LA level (high and low). Table 1 describes the factorial design employed in the research.

Table 1 Factorial Design

		EL (Google Classroom)	EL (Traditional Platform)
LA	High	Group 1	Group 2
	Low	Group 3	Group 4

The research involves 78 English Department students, Faculty of Teachers Training, State Islamic Institute of Bukittinggi. They are the second-semester students taking Listening for General Communication course. To determine which students belong to each group (High or Low Learning Autonomy), the researcher uses MILLA results that can be seen in Table 2.

Table 2 Results of MILLA

	Number of Students in Experiment Group	Number of Students in Control Group
High LA	9	8
Low LA	9	8

Conducting EL in the research is considered as part of the listening course. Students practice EL conducted with a technology-supported learning platform (Google Classroom) and traditionally supported learning platform for ten weeks. Each week, they are asked to conduct EL on four different topics of listening materials. EL activities for each group are shown in Table 3.

Table 3 EL Activities for the Each Groups

No	EL (Google Classroom)	EL (Traditional Platform)
1	Students listen to four different topics of listening material in a week for ten weeks	Students listen to four different topics of listening material in a week for ten week
2	Students report their EL activities by using Google Classroom	Students report their EL activities by using Listening Logs (written form)
	a. Teacher posts weekly EL assignment in Google Classroom	a. Students' submit their Listening Log (topic, comment, duration) in the form of a written report
	b. Students submit their Listening Log (Topic, Comment, Duration) and listening materials' file via Google Classroom	b. Teacher gives feedback on students work the following week in written form
	c. Teacher checks students' EL activity and gives feedback. Students are allowed to revise their work based on teachers comment	c. Teacher chooses Listening Log of the week and post
	d. Teacher chooses Listening Log of the week and post in Google Classroom	
	e. Other students are allowed to comment on the teacher's choice of Listening Log of the week	

RESULTS AND DISCUSSIONS

Two-way ANOVA is employed to answer the three research questions. Normality and Homogeneity test are carried out prior to the analysis, and the results are shown in Table 4. It indicates that the significance level is 0,327, which is higher than 0,05. It means that the data is normally distributed.

Table 4 Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Standardized Residual for Listening Achievement	0,165	34	0,020	0,965	34	0,327

^a. Lilliefors Significance Correction

Table 5 Result of Homogeneity Test
Levene's Test of Equality of Error Variances^a
Dependent Variable: Listening_Achievement

F	df1	df2	Sig.
2,350	3	30	0,092

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

^a. Design: Intercept + Extensive_Listening + Learning_Autonomy + Extensive_Listening * Learning_Autonomy

Table 5 describes that the significance level is 0,092, which is higher than 0,05. It means that the data is homogenous. After the normality and homogeneity test are carried out, two-way ANOVA is conducted, and the result is described in Table 6.

The result of two-way ANOVA in Table 6 indicates three points. First, students who conducted EL by using Google classroom have better listening comprehension that those who conduct EL by using the traditional platform. It can be seen from the result of two-way ANOVA, where the significance level of the independent variable (Extensive Reading) is 0,000, which is smaller than 0,005. It is further elaborated in Table 7.

Table 7 describes that the mean score of listening comprehension of EL Google Classroom is 77,2. It is higher than the mean score of listening comprehension of EL with a traditional platform, which is 65,6. Thus, it can be concluded that there is a significant difference in listening comprehension of students who conduct EL with Google Classroom, as compared to those who conduct EL with a traditional platform.

Using Google Classroom for EL compared to traditional platforms is advantageous both for teachers and students for several reasons. For teachers, it can be very efficient. Teachers can post weekly assignments by giving clear instructions on what students should do as well as share files, videos, or websites that are necessary. Teachers can also monitor the students' work easily. Google Classroom provides information on who has or has not submitted the assignment. Assessing students' work can also be done more simply since Google Classroom also provides teachers

Table 6 Result of Two-Way ANOVA

Tests of Between-Subjects Effects
Dependent Variable: Listening_Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1345,507 ^a	3	448,502	7,481	0,001
Intercept	172845,139	1	172845,139	2882,977	0,000
Extensive_Listening	1139,257	1	1139,257	19,002	0,000
Learning_Autonomy	62,132	1	62,132	1,036	0,317
Extensive_Listening * Learning_Autonomy	132,721	1	132,721	2,214	0,147
Error	1798,611	30	59,954		
Total	178250,000	34			
Corrected Total	3144,118	33			

^a. R Squared = 0,428 (Adjusted R Squared = 0,371)

Table 7 Mean score in Both Group (EL) Extensive_Listening
Dependent Variable: Listening_Comprehension

Extensive_Listening	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
EL Goggle Classroom	77,222	1,825	73,495	80,949
EL Traditional	65,625	1,936	61,672	69,578

access to grades or comments. Teachers can do all those things simply by logging into their Google Classroom account. It is also more comfortable for the teacher to conduct EL since it can be done using a cellular phone. It does not take time and can be done wherever the teacher is, and whenever teachers have time. In this case, technology assists teachers in such a way that it functions as an efficient complementary tool that provides ease in presenting, managing lessons, and monitoring students' progress. Moreover, it also creates a unique experience for both teachers and students.

As for students, the use of Google Classroom that can be accessed by using their mobile phone is also considered fun and appealing. It is appealing because technology, mobile phones, and the internet is part of their everyday life. The college students who belong to the age category that use the internet the most, consider using technology more interesting for learning. It is also easy for the students to submit their EL activities and to attach the file that they use for EL activity by using this tool. Students are notified on their Google Classroom account about new assignments, the deadline for the assignment, and the teacher's comment. Google Classroom provides storage for users; thus, all students' EL activity will automatically be saved in their account in a paperless

way. They can easily retrieve their work anytime they need it. When students consider that it is fun and easy for them to conduct EL by using Google Classroom, it makes them becomes more motivated.

As compared to a traditional platform, Google Classroom also seems to improve students' engagements in conducting EL. Online communication provided by Google Classroom enables students and teachers to discuss their EL activities in a more alluring way. It improves students-teacher interaction since students can directly get responses related to their work. The students can communicate with their teachers through private comments and then revise their work based on the teachers' feedback. Google classroom also improves students-students interaction since it is equipped with a feature that enables students to communicate online to discuss their assignments or other topics. Thus, using technology makes students more motivated and engaged (Vai & Sosulski, 2020; Hussin, 2018; Smadi, Mohammad, & Rahman, 2020).

The second point that can be concluded from the result of ANOVA is that there is no significant difference in the listening comprehension of students with high LA and low LA. It is shown in Table 6 that the significance level of the independent variable (Learning Autonomy) is 0,317, which is more significant than 0,05. It is further described in Table 8.

Table 8 Mean Score in Both Group (LA)

Learning_Autonomy				
Dependent Variable: Listening_Comprehension				
Learning_Autonomy	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High LA	72,778	1,881	68,936	76,620
Low LA	70,069	1,881	66,228	73,911

Table 7 describes that the mean score of the listening comprehension of High LA students is 72,77. It is only slightly higher than the mean score of the listening achievement of Low LA students, which is 70,06. Thus, it can be concluded that there is no significant difference in the listening comprehension of high LA students as compared to low LA students. The finding indicates a slight difference in the listening comprehension of students with high and low LA, but unfortunately, it is not significant. It is probably related to the fact that LA is not the most important factor that influences listening comprehension. It is also probably related to the context of the research, where EL is implemented in both class (experiment and control), and for both groups (high and low LA). When EL is implemented, it means students are doing the listening activity on their own. They are given the responsibility to do EL outside of the class as much as possible. They are free to choose whatever listening materials they like. By doing these for a period of time, students' listening comprehension improves regardless of their LA level.

Finally, the last important point that can be indicated from the result of ANOVA is that there is no interaction between EL and LA since the result of two-way ANOVA shows that the significance level of the interaction is 0,147. It is bigger than 0,05. No interaction means that EL with Google Classroom and EL with the traditional platform is not differently effective depending upon the students' LA level. It can also be said that none of the EL types is particularly effective in improving listening comprehension of students at each level of LA. When EL is practiced, there is a greater possibility that listening comprehension of those who practice it (high or low LA) improves.

CONCLUSIONS

There are several points that can be concluded in the research. First is the students have better listening comprehension when EL is applied by using Google Classroom compared to when EL is practiced by using the traditional platform. Google Classroom practically makes EL easier to conduct by both students and teachers, and it is more motivating and engaging for the students. Second, there is no significant difference in listening comprehension of high LA students

compared to low LA students, which are related to the factors affecting listening comprehension and the nature of the research. Finally, EL with Google Classroom and EL with the traditional platform is not differently effective depending upon the LA level of the students, which is probably caused by the nature of EL.

The result of the research indicates that to help the students be more enthusiastic in conducting EL and help teachers who have no idea how to implement EL, it is possible to use technology, in this case, Google Classroom. However, the research is only limited to investigating the practice of EL to second-semester students who are sophomore. It would be challenging also to investigate how senior students respond to EL since they share different characteristics in terms of motivation, learning autonomy, and others.

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Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
1. I set long-term goals in learning English.	1. Saya menentukan tujuan jangka panjang dalam belajar bahasa Inggris.					
2. I make long-term plans for studying English.	2. Saya membuat rencana jangka panjang untuk belajar bahasa Inggris.					
3. I set goals for the day before I start studying English.	3. Saya menentukan tujuan sehari sebelum saya mulai belajar bahasa Inggris.					
4. I make study plans for the day before I start studying English.	4. Saya membuat rencana belajar sehari sebelum saya mulai belajar bahasa Inggris.					
5. I set achievable goals in learning English.	5. Saya menentukan tujuan yang dapat dicapai dalam belajar bahasa Inggris.					
6. I make study plans that match my goals in learning English.	6. Saya membuat rencana belajar yang sesuai dengan tujuan saya dalam belajar bahasa Inggris.					
7. I make realistic plans for studying English.	7. Saya membuat rencana realistis untuk belajar bahasa Inggris.					
8. I revise my English study plans if they don't work well.	8. Saya merevisi rencana belajar bahasa Inggris saya jika tidak berjalan dengan baik.					
9. If I have a limited amount of time available for study, I decide in what order the things need to be done.	9. Jika saya memiliki waktu terbatas untuk belajar, saya memutuskan secara berurutan apa saja hal-hal yang perlu dilakukan.					
10. I reflect upon how I studied after I finish studying English for the day.	10. Saya merenungkan bagaimana saya belajar setelah saya selesai belajar bahasa Inggris untuk hari itu.					
11. I try to create opportunities to use English outside the classroom.	11. Saya mencoba menciptakan peluang untuk menggunakan bahasa Inggris di luar kelas.					
12. I try to create the conditions under which I can study English best.	12. Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik.					
13. I arrange my schedule so that I will have enough time to study English.	13. Saya mengatur jadwal saya sehingga saya akan memiliki cukup waktu untuk belajar bahasa Inggris.					
14. I reflect upon what I learned after I finish studying English for the day.	14. Saya merenungkan apa yang saya pelajari setelah saya selesai belajar bahasa Inggris untuk hari itu.					
15. I am aware of my mistakes when I am speaking or writing English.	15. Saya menyadari kesalahan saya ketika saya berbicara atau menulis bahasa Inggris.					
16. I evaluate the improvement in my ability to use English effectively.	16. Saya mengevaluasi peningkatan kemampuan saya untuk menggunakan bahasa Inggris secara efektif.					
17. I assess how much of my goal I have achieved.	17. Saya menilai seberapa banyak tujuan yang telah saya capai.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
18. I assess the effectiveness of my English study plans.	18. Saya menilai efektivitas rencana belajar bahasa Inggris saya.					
19. If I worry about learning English, I try to cope with it by myself.	19. Jika saya khawatir belajar bahasa Inggris, saya mencoba mengatasinya sendiri.					
20. If I don't feel like studying English, I try to motivate myself.	20. Jika saya tidak ingin belajar bahasa Inggris, saya mencoba memotivasi diri sendiri.					
21. I take notes about how much time I spend on my English study.	21. Saya mencatat berapa banyak waktu yang saya habiskan untuk belajar bahasa Inggris.					
22. I keep records of what kinds of methods I used for my English study.	22. Saya mencatat metode apa yang saya gunakan untuk belajar bahasa Inggris.					
23. I write down what kinds of materials I used for my English study.	23. Saya menuliskan bahan apa yang saya gunakan untuk belajar bahasa Inggris.					
24. I keep records of what I learned from my English study.	24. Saya mencatat apa yang telah dipelajari dari belajar bahasa Inggris.					
25. I take notes of my feelings while I am studying English.	25. Saya memperhatikan perasaan saya saat belajar bahasa Inggris.					
26. I am able to study English without teachers.	26. Saya bisa belajar bahasa Inggris tanpa guru.					
27. I will need to continue studying English after graduation.	27. Saya harus terus belajar bahasa Inggris setelah lulus.					
28. The best way to learn English is study English in an English-speaking country.	28. Cara terbaik untuk belajar bahasa Inggris adalah belajar bahasa Inggris di negara berbahasa Inggris.					
29. All students ought to set their own goals in learning English.	29. Semua siswa harus menentukan tujuan mereka sendiri dalam belajar bahasa Inggris.					
30. Every student ought to set long-term goals in learning English.	30. Setiap siswa harus menentukan tujuan jangka panjang dalam belajar bahasa Inggris.					
31. All students ought to make long-term plans for studying English.	31. Semua siswa harus membuat rencana jangka panjang untuk belajar bahasa Inggris.					
32. Every student ought to set goals for the day before he/she starts studying English.	32. Setiap siswa harus menentukan tujuan sehari sebelum dia mulai belajar bahasa Inggris.					
33. A good learner of English makes study plans for the day before he/she starts studying English.	33. Pelajar Bahasa Inggris yang baik membuat rencana belajar sehari sebelum dia mulai belajar bahasa Inggris.					
34. Every student ought to set achievable goals in learning English.	34. Setiap siswa harus menentukan tujuan yang dapat dicapai dalam belajar bahasa Inggris.					
35. All students ought to choose the materials suitable for their goals in learning English.	35. Semua siswa harus memilih bahan yang sesuai dengan tujuan mereka dalam belajar bahasa Inggris.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
36. Every student ought to make study plans that match his/her goals in learning English.	36. Setiap siswa harus membuat rencana belajar yang sesuai dengan tujuannya dalam belajar bahasa Inggris.					
37. All students ought to make realistic plans for studying English.	37. Semua siswa harus membuat rencana realistis untuk belajar bahasa Inggris.					
38. Every student ought to create the conditions under which he/she can study English best.	38. Setiap siswa harus menciptakan kondisi terbaik di mana ia dapat belajar bahasa Inggris.					
39. A good learner of English sets priorities in the academic subjects he/she should study.	39. Pelajar Bahasa Inggris yang baik menetapkan prioritas dalam mata pelajaran akademik yang harus dia pelajari.					
40. Every student ought to reflect upon how he/she studied after he/she finishes studying English for the day.	40. Setiap siswa harus merenungkan bagaimana dia belajar setelah dia selesai belajar bahasa Inggris untuk hari itu.					
41. All students ought to reflect upon what they learned after they finish studying English for the day.	41. Semua siswa harus merenungkan apa yang mereka pelajari setelah mereka selesai belajar bahasa Inggris untuk hari itu.					
42. Every student ought to write down how he/she studied English.	42. Setiap siswa harus menuliskan bagaimana ia belajar bahasa Inggris.					
43. A good learner of English keeps records of what he/she learned from his/her English study.	43. Seorang pelajar bahasa Inggris yang baik mencatat tentang apa yang dia pelajari dari pelajaran bahasa Inggrisnya.					
44. All students ought to be aware of their mistakes when they are speaking or writing English.	44. Semua siswa harus menyadari kesalahan mereka ketika mereka berbicara atau menulis bahasa Inggris.					
45. Every student ought to evaluate the improvement in his/her ability to use English effectively.	45. Setiap siswa harus mengevaluasi peningkatan kemampuannya untuk menggunakan bahasa Inggris secara efektif.					
46. Every student ought to assess the effectiveness of his/her English study plans.	46. Setiap siswa harus menilai keefektifan rencana belajar bahasa Inggrisnya.					
47. I know what I need to study to improve my English.	47. Saya tahu apa yang perlu saya pelajari untuk meningkatkan bahasa Inggris saya.					
48. I know what I am good at in learning English. (e.g., I am good at memorizing vocabulary)	48. Saya tahu apa yang saya kuasai dalam belajar bahasa Inggris. (contoh; saya mudah menghafal kosa kata).					
49. If I ask my teacher for help in learning English, I know how I want him/her to help me.	49. Jika saya meminta bantuan guru saya dalam belajar bahasa Inggris, saya tahu bagaimana saya ingin dibantu.					
50. I know the conditions under which I can study English best.	50. Saya tahu kondisi terbaik di mana saya bisa belajar bahasa Inggris.					
51. I have things which take priority over my studies.	51. Saya memiliki hal-hal yang lebih diprioritaskan daripada belajar.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
52. If I worry about learning English, I know how to cope with it.	52. Jika saya khawatir belajar bahasa Inggris, saya tahu cara mengatasinya.					
53. I have confidence in learning English successfully.	53. Saya memiliki kepercayaan bahwa pembelajaran bahasa Inggris saya akan sukses.					
54. If I don't feel like studying English, I know the reason.	54. Jika saya tidak ingin belajar bahasa Inggris, saya tahu alasannya.					
55. I don't feel like studying English, I know how I can motivate myself.	55. Saya tidak ingin belajar bahasa Inggris, saya tahu bagaimana saya bisa memotivasi diri sendiri.					
56. I am interested in the culture of English-speaking countries.	56. Saya tertarik dengan budaya negara-negara berbahasa Inggris.					
57. I want to study overseas in the future.	57. Saya ingin belajar di luar negeri di masa depan.					
58. I want to work overseas in the future.	58. Saya ingin bekerja di luar negeri di masa depan.					
59. I want to get a job where I use English in the future.	59. Saya ingin mendapatkan pekerjaan di mana saya menggunakan bahasa Inggris di masa depan.					
60. I like the English language.	60. Saya suka bahasa Inggris.					
61. I like studying English.	61. Saya suka belajar bahasa Inggris.					
62. I give a higher priority to studying English than studying other academic subject.	62. Saya memberikan prioritas lebih tinggi untuk belajar bahasa Inggris daripada belajar mata pelajaran lainnya.					
63. The reason that I study English is to pass the exam for English classes.	63. Alasan saya belajar bahasa Inggris adalah untuk lulus ujian kelas bahasa Inggris.					
64. It is because I want to be praised by the people around me that I study English.	64. Saya belajar bahasa Inggris, karena saya ingin dipuji oleh orang-orang di sekitar saya.					
65. The reason why I study English is that it is an obligatory part of the course.	65. Alasan mengapa saya belajar bahasa Inggris adalah karena keperluan kursus.					
66. The reason why I study English is to pass English qualifying exams (e.g., TOEIC, TOEFL)	66. Alasan mengapa saya belajar bahasa Inggris adalah untuk lulus ujian kualifikasi bahasa Inggris (contoh: TOEIC, TOEFL).					
67. It is because I think English skill will help me get a job that I study English.	67. Saya belajar bahasa Inggris karena saya pikir kemampuan bahasa Inggris akan membantu saya mendapatkan pekerjaan.					
68. The reason why I study English is that I need to use English in my everyday life.	68. Alasan mengapa saya belajar bahasa Inggris adalah karena saya perlu menggunakan bahasa Inggris dalam kehidupan sehari-hari saya.					
69. The law school should be obeyed at all times.	69. Peraturan kampus harus dipatuhi setiap saat.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
70. We should follow our parents' wishes.	70. Kita harus mengikuti keinginan orang tua kita.					
71. All university regulations must be obeyed.	71. Semua peraturan kampus harus dipatuhi.					
72. We should fulfill the expectations of our society.	72. Kita harus memenuhi harapan masyarakat kita.					
73. I am aware of the Indonesia government's policy on English language.	73. Saya mengetahui kebijakan pemerintah Indonesia tentang bahasa Inggris.					
74. I am aware of the goals of the English classes I am taking.	74. Saya menyadari tujuan dari kelas bahasa Inggris yang saya ikuti.					
75. I know what my teacher expects to me to do in the English class.	75. Saya tahu apa yang guru harapkan untuk saya lakukan di kelas bahasa Inggris.					
76. Students should always follow their teachers' instructions.	76. Siswa harus selalu mengikuti instruksi guru mereka.					
77. What a teacher says is always correct.	77. Apa yang dikatakan guru selalu benar.					
78. A teacher should know everything about the subject he/she teaches.	78. Seorang guru harus tahu segalanya tentang mata pelajaran yang diajarkannya.					
79. A good student is the one who doesn't questions what his/her teacher says.	79. Siswa yang baik adalah siswa yang tidak mempertanyakan apa yang dikatakan gurunya.					
80. The teacher job is to give all the knowledge of the subject to his/her students.	80. Pekerjaan guru adalah memberikan semua pengetahuan kepada siswanya.					
81. Students should have right to freely tell the teacher what they leant to learn.	81. Siswa harus memiliki hak untuk memberi tahu guru apa yang mereka inginkan untuk dipelajari.					
82. Students should have right to freely make decisions about their own learning.	82. Siswa harus memiliki hak untuk membuat keputusan tentang pembelajaran mereka sendiri.					
83. Students should have right to freely decide the materials for studying English.	83. Siswa harus memiliki hak untuk memutuskan materi untuk belajar bahasa Inggris.					
84. Students should have right to freely decide their own goals in learning English.	84. Siswa harus memiliki hak untuk menentukan tujuan mereka sendiri dalam belajar bahasa Inggris.					
85. I am able to decide the materials for studying English if given the freedom to do so.	85. Saya mampu menentukan materi untuk belajar bahasa Inggris jika diberi kebebasan untuk melakukannya.					
86. I am able to decide my own goals in learning English if given the freedom to do so.	86. Saya mampu menentukan tujuan saya sendiri dalam belajar bahasa Inggris jika diberi kebebasan untuk melakukannya.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

		SD	D	N	A	SA
87. The teacher and students should negotiate on the goals in learning English.	87. Guru dan siswa harus menegosiasikan tujuan belajar bahasa Inggris.					
88. The teacher and students should negotiate on the plans for studying English.	88. Guru dan siswa harus menegosiasikan rencana belajar bahasa Inggris.					
89. The teacher and students should negotiate on the materials for studying English.	89. Guru dan siswa harus menegosiasikan materi belajar bahasa Inggris.					
90. The teacher and students should negotiate on the topics covered in the class.	90. Guru dan siswa harus menegosiasikan topik yang dibahas di kelas.					
91. The teacher and students should incorporate what his/her students want to learn in the lessons.	91. Guru dan siswa harus menyesuaikan materi apa yang muridnya ingin pelajari dalam pelajaran.					
92. I want my teacher to explain everything I don't understand.	92. Saya ingin guru saya menjelaskan semua yang tidak saya mengerti.					
93. I want my teacher to tell me all I should do to learn English.	93. Saya ingin guru saya memberi tahu semua yang harus saya lakukan untuk belajar bahasa Inggris.					
94. I want my teacher to tell me how I should study English.	94. Saya ingin guru saya memberi tahu saya bagaimana saya harus belajar bahasa Inggris.					
95. I want my teacher to give me all the materials for studying English.	95. Saya ingin guru saya memberi saya semua materi untuk belajar bahasa Inggris.					
96. It is the teacher's job to motivate his/her students.	96. Tugas guru adalah untuk memotivasi murid-muridnya.					
97. I want my teacher to give me assignment to push me to study English.	97. Saya ingin guru saya memberi saya tugas untuk memotivasi saya belajar bahasa Inggris.					
98. I sometimes want to ask other students for advice about my English.	98. Kadang-kadang saya ingin meminta saran kepada siswa lain tentang bahasa Inggris.					
99. I want to know how other students are learning English.	99. Saya ingin tahu bagaimana siswa lain belajar bahasa Inggris.					
100. I sometimes compare myself with other students.	100. Saya kadang membandingkan diri saya dengan siswa lain.					
101. If I am doing something different from other students, I feel worried.	101. Jika saya melakukan sesuatu yang berbeda dari siswa lain, saya merasa khawatir.					
102. I sometimes adopt what other students are doing into my own learning.	102. Terkadang saya mengadopsi apa yang dilakukan siswa lain ketika belajar.					
103. Students can help each other learn English.	103. Siswa dapat saling membantu belajar bahasa Inggris.					
104. I find it useful to study English with other students.	104. Saya merasa penting belajar bahasa Inggris dengan siswa lain.					

Appendix

QUESTIONNAIRE OF STUDENTS' PERCEPTION ON LANGUAGE LEARNING AUTONOMY (Continued)

Please rate how strongly you disagree or agree with each of the following statements by choosing the appropriate number.

1= strongly disagree

2= disagree

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4= agree

5= strongly agree

		SD	D	N	A	SA
105. If is study English with other students, I also learn from them.	105. Jika belajar bahasa Inggris dengan siswa lain, saya juga belajar dari mereka.					
106. Western students tend to take the initiative in their learning.	106. Siswa barat cenderung mengambil inisiatif dalam pembelajaran mereka.					
107. Western students tend to speak out actively during class.	107. Siswa barat cenderung berbicara aktif dikelas.					
108. In western culture, students are expected to take the initiative in their learning.	108. Dalam budaya barat, siswa diharapkan untuk mengambil inisiatif dalam pembelajaran mereka.					
109. Indonesian students are expected to take the initiative in their learning.	109. Siswa Indonesia diharapkan untuk mengambil inisiatif dalam pembelajaran mereka.					
110. Indonesian students tend to take the initiative in their learning.	110. Siswa Indonesia cenderung mengambil inisiatif dalam pembelajaran mereka.					
111. Indonesian students have the ability to learn autonomously.	111. Siswa Indonesia memiliki kemampuan untuk belajar secara mandiri.					
112. Indonesian students have the experience of learning autonomously.	112. Siswa Indonesia memiliki pengalaman belajar secara mandiri.					
113. Indonesian students feel comfortable with following their teachers' directions.	113. Siswa Indonesia merasa nyaman mengikuti arahan guru mereka.					