

INDEPENDENT LEARNING IN ENGLISH ONLINE CLASS DURING COVID-19 PANDEMIC: STUDENTS PERCEPTIONS AND ITS CHALLENGES

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Abstract: The spread of Covid-19 in Indonesia forces teachers and students to conduct the online learning-teaching process independently. Online learning is carried out to protect teachers-students and reduce the number of people affected by the virus. Thus, this present study aims to discuss how independent learning in online English class put into practice at school, discover students' perceptions of independent learning in online English classes and its challenges during the Covid-19 pandemic. This present study relays on mixed methods research design. Qualitative and Quantitative data were collected through a survey using a google form. Qualitative data were analyzed by coding, classifying, explaining, and concluding. Meanwhile, quantitative data were analyzed using the Likert scale method through SPSS ver. 23. The results show that in the learning-teaching process during the covid-19 pandemic, students learn independently using learning-teaching materials provided by English teachers. Besides, students use media such as YouTube to help them understand the material given by teachers. Students claim that independent online English learning is ineffective since students find difficulties in understanding materials. Although students use technology to support the learning-teaching process, it does not work well since the internet connection is unstable and internet quotas are limited. Therefore, teachers should manage independent online learning properly to enable students to achieve the goal of the learning-teaching process. Teachers should organize and control the learning-teaching process according to current needs; planning, implementation, and assessment.

Keywords: *education quality; independent learning; English; online class; Covid-19.*

INTRODUCTION

Since the spread of Covid-19 in worldwide (WHO, 2020), Indonesian schools are forced to conduct online learning-teaching process. One of the schools implementing online learning-teaching process is Madrasah Aliyah Negeri (MAN) Model 1 Manado, North Sulawesi. The school, located in the Tuminting sub-district of Manado City, North Sulawesi Province, is one of the most popular high schools. The school currently has 1449 students divided into 41 classes with 91 teachers has been conducting online learning since March 24, 2020 (source: MAN Model 1 Manado database). Learning is carried out through the school's e-learning application and the zoom facility for face-to-face online meetings. All subject teachers at

MAN Model 1 Manado use this learning system, including English subjects.

As it is well known, English has been officially taught at the secondary school level in Indonesia for a long time (Suwarno, 2020; Utami, Pabbajah, & Juhansar, 2018). This subject is considered important among other subjects. English subjects have also been included in the national exam (Uswatunnisa, 2020). Therefore, without a doubt, Indonesia has become one of the most prospective markets for teaching English (Zein, 2019). However, during the Covid-19 pandemic, where schools are required to learn from home, the online learning process for English subjects is one of the challenges for teachers in this field of study. It is hard because students must master four language skills: listening, reading, speaking, and writing

(Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020).

Online learning means a series of learning activities in a subject delivered through a network to provide access and exchange of knowledge. By the term, this learning uses a learning-teaching approach that involves internet technology. Online learning could be interpreted as learning that is carried out remotely with the help of electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection (Milheim, Fraenza, & Palermo-Kielb, 2021; Serevina & Priane, 2021). The online learning environment is useful for students to access knowledge and materials, interact with teachers, and collaborate between students (Zulfa & Effendi, 2021).

Based on initial observations made by researchers at MAN Model 1 Manado in October 2020, online learning, especially English learning, is carried out once a week at each grade level, using e-learning according to the school schedule. The e-learning address used is for class X: <https://elearning.manmodelmanado.sch.id/> and <http://mandeldodaring.myddns.me:8094/> for class XI and XII. Students would log in to the e-learning application using their NISN account and their respective passwords to access their respective classes. In addition, face-to-face online learning is also carried out through the zoom meeting application, which is held 2-3 times a month for each subject, including English lessons, wherein this learning the subject teacher would provide material directly, and there is the direct interaction between students and teacher. The activities such as giving material, collecting assignments, and student and teacher interactions also take place using the Whatsapp application; by using this application, students and teachers could directly conduct discussions via short messages. Teachers must understand and train students' English skills in online English learning. Therefore, teachers inevitably have to think of learning methods that are fun and not boring for students. Considering they have to learn a foreign language, they may never get in their daily lives.

Students could learn English better with online learning because they can participate in virtual classes anywhere via computers or smartphones. Through virtual classes or online materials, students could engage in interactive activities, be given

authentic materials, and interact with teachers and other students. They could watch the class or the recorded video if they miss class or want to watch the material again to understand the content. As for teachers, after they provide the material, they could update it again easily. They could improve students' abilities through video or sound recordings sent via e-learning or recordings during online learning. Various learning objects lacking in the traditional learning process could be applied to distance learning. Thus, learners prefer online learning, which contains various learning activities such as discussion forums (Snyder, Koustas, & Jillson, 2020). As learning becomes more individualized, learner-centered, passive, cooperative, and available anywhere and anytime, e-learning technology would also become more individualized, user-centered, network-based, long-term, and available anywhere and anytime (Dhillon & Murray, 2021; Ghosh, Muduli, & Pingle, 2021).

Apart from the various benefits of online learning, there may also be some problems faced by learning actors (teachers, students, parents) in implementing online learning. Some of the problems faced in online learning are lack of internet access, lack of technical equipment such as computers, mobile devices, cameras, etc., technical problems, lack of student or teacher technology skills, negative beliefs of students or teachers about online learning, especially for online language learning-teaching, some habits from traditional learning to online learning, lack of orientation or training sessions, lack of technical or administrative support for teachers or students, the dependence of students on teachers which makes them unable to learn independently (Altunay, 2019). In addition, Papoutsi & Rangoussi (2020) also stated that problems related to pedagogical support and forms of human-computer interaction hinder the distance learning process.

Some scholars have conducted research related to this present study. Those studies are mapped into several perspectives. First is motivation and technology literacy. Students motivation and knowledge of technology are important factors in online learning (Bailey, Almusharraf, & Hatcher, 2021; Mardesci, 2020). Students did not know much about online learning and preferred offline learning to learn English (Eryani & Mulyanti, 2021; Faizah, Ambarwati, & Rahayu, 2021; Gupta, 2021; Huang, Tlili, Wang, Shi, Bonk, Yang, & Burgos,

2021). Second is technical aspect of online learning. Students-teacher are lack equipment and other technical problems to conduct online learning (Hazaymeh, 2021; Putra, 2021; Rahman, 2021). Atmojo & Nugroho (2020) conducted a study to determine how teachers conduct online learning during the Covid-19 pandemic in Indonesia. Third is learning-teaching media. Teachers-students use several applications and platforms, namely learning management systems (LMS), chat and message, video conference, content maker, assessment, video streaming, and online learning. (Purwadi, Saputra, Wahyudi, Supriyanto, Muyana, Rohmadheny, Ariyanto, & Kurniawan, 2021; Rakhmanina, Martina, Halolo, Syafryadin, & Noermanzah, 2021; Wijayanengtiyas & Claretta, 2020). This current study seeks to complete the existing studies on the independent learning through online class by discovering independent learning in online English class during Covid-19 pandemic at Madrasah Aliyah Negeri (MAN) 1 Model Manado, North Sulawesi. Therefore, this study aims to discuss how independent learning in online English class put into practice at school, to explore students' perceptions of independent learning in online English classes and its challenges during the Covid-19 pandemic.

METHOD

This research used a mixed-method. To determine student perceptions, the researchers used quantitative data. Therefore, the Likert scale survey method was used to answer this question. The Likert scale method is suitable for exploring student perceptions. The Likert scale survey method is a quantitative research method to obtain data from a group of people with the approach of agreeing/disagreeing, satisfied/dissatisfied, and so on about that person's attitudes, opinions, behavior, perceptions, or characteristics (Åkerblad, Seppänen-Järvelä, & Haapakoski, 2021; Ellis, 2021; Harrison, Reilly, & Creswell, 2020). Then the researcher also collected qualitative data to find out how students learn independently.

The data was collected through several procedures such as the following: 1) The researcher asked the participants of the class teacher of each sample to distribute the questionnaire link in the form of a google form to their students. 2) After all the questionnaires had been collected, the researcher took questionnaire data in excel form

thus that it could be classified and analyzed easily. 3) Researchers separated quantitative and qualitative data.

Quantitative data were statistically analyzed to show the trend of the responses given by the target population about the phenomena being discussed (Jung, 2019; Scherbaum & Shockley, 2020). The data were processed using the SPSS ver.23 application. The data obtained and processed from the google form is presented in tables or diagrams to determine students' perceptions of the online learning implementation during the pandemic. Then qualitative data in the form of answers from an open questionnaire was analyzed using coding, classification, explanations, and concluding.

RESULTS AND DISCUSSION

Students' independence learning and online English class

The Covid-19 pandemic has forced students to study online. Learning through online-based learning gives students the flexibility to manage study time. Students could learn independently of time, anytime, and anywhere. In addition, students could interact with teachers both synchronously, namely learning interactions simultaneously, such as using video conferences, telephone, or live chat, or asynchronously (Sobri, Nursaptini, & Novitasari, 2020). Student participation in online learning activities is very important because it develops instructional skills and knowledge of the relevant learning content (Myers & Rivero, 2019). Through learning resources in various forms and references available in online learning systems, participants could learn to improve knowledge and skills related to the learning materials presented.

Individuals who apply independent learning would experience changes in study habits, namely by arranging and organizing themselves to determine learning goals, learning needs, and strategies used in learning that lead to the goals that have been formulated. Independent learning is a learning activity carried out by individuals with the freedom to determine and manage their teaching materials, time, place and utilize various learning resources needed. With this freedom, individuals could manage learning methods, have a high sense of responsibility, and are skilled at utilizing learning resources.

Several indicators are used as learning independence for students, one of which is digital

literacy (Hikmawati, Sari, Malkan, Andani, & Habibah, 2021). Digital literacy in question is in the form of the internet, direction guides, hypertext, evaluation of information content, and knowledge compilation (Hikmawati et al., 2021). There are benefits and barriers to digital literacy for young learners learning English. The benefits of digital literacy include improving beginner students' writing skills, reading, listening, and speaking skills, familiarizing themselves with authentic materials, increasing the frequency of using digital technology, increasing online collaboration between teacher - students and students - students (Mudra, 2020).

Utilization of learning resources through digital literacy could enrich the repertoire of learning in increasing the independence of good student learning in studying the subject matter provided by the teacher even though they are at home (Rumahlatu, Sangur, Berhita, Kainama, Kakisina, & Latupeirissa, 2021). High learning independence would make students learn independently without anyone asking; thus, student learning behavior is more exploratory, making decisions, being confident, and creative. Digital literacy also has several negative impacts on young students. The problem of a weak signal that makes internet access difficult is still a problem. The content of online digital materials is not easy for young learners to interpret and convert into simple, self-organizing information. In addition, digital literacy tools are considered expensive (Mudra, 2020). The data were taken from the interviews of the students who were divided into eight groups.

"Menurut saya kurang efektif, karena kuota (karena saya berasal dari keluarga yang kurang mampu saya tidak mempunyai WIFI sendiri di rumah, jadi saya harus sering-sering beli kuota yang harganya tidak murah agar dapat mengikuti pembelajaran) dan jaringan (tidak semua daerah memiliki jaringan yang bagus, meskipun kadang bagus tapi sewaktu-waktu bisa saja jadi tidak bagus)." (Wawancara siswa kelompok 1).

"In my view, it is not effective because of the quota limitation (I come from a low-income family I do not have my WIFI at home, so I often have to buy a quota that is not cheap to take part in learning) and also the network (not all regions have a good network, although it is good sometimes it could be not good)." [free translation] (Interview with a student in group 1).

"Kekurangannya terkadang harus diulang ulang untuk baca atau pahami karena terkadang kurang mengerti atau paham, banyak gangguan di rumah, sulit untuk interaksi dan siswa bermain main." (Wawancara siswa kelompok 2)

"The drawbacks of online learning are sometimes the materials have to be read several times or to understand. There are lots of distractions at my home. It is difficult to interact with others, and students are not serious in online learning." [free translation] (Interview with a student in group 2).

Independent learning for students is needed. Thus they could take responsibility for organizing and disciplining themselves. In addition, with independent learning, students could also develop learning abilities of their own accord. These attitudes need to be possessed by students because these are characteristics of the maturity of an educated person. Independent students would be able to determine their learning competencies, find their learning input, and carry out self-evaluation and reflection activities on the learning process they are undergoing.

Online learning is a government policy in handling the Covid-19 virus worldwide (Indiani, 2020). This kind of learning impacts students' understanding of various subjects, especially English. From the students' perspective regarding online learning, this creates its difficulties, ranging from material that is difficult to understand, connection problems, internet credit problems that make many students complain.

Table 1. *English online learning increases students' English skills*

Indicators		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	4	7.7	7.7
	Disagree	23	44.2	44.2
	Agree	21	40.4	40.4
	Strongly Agree	4	7.7	7.7
	Agree			
Total		52	100.0	100.0

Based on table 1, students felt that learning English online could not improve students' ability to speak English. It was evidenced by 44.2% of students who chose not to agree, and 40.4% agreed. It means that it is better to learn English face-to-face than online. This comparison can be seen clearly in Figure 1.

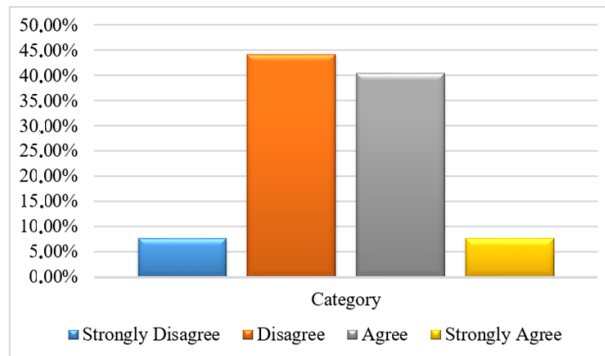


Figure 1. *The diagram of English online learning increase English skills*

However, not all students had difficulty learning English online. Other students could also enjoy this relatively new learning model. The difficulties faced by students make them have ways to overcome them. For example, students asked the teacher directly if the material was hard to understand. Then if there was a problem with network connections, students also tried to adjust it. Students learned materials from various accessible media such as dictionaries English modules, made small groups, and most importantly, created a comfortable learning atmosphere.

“Sama seperti diatas atau dengan cara lain yaitu dengan menonton video penjelasan materi tersebut melalui aplikasi youtube (jika materinya tidak dikirim melalui video/audio) oleh guru mata pelajaran. Kemudian, lebih baik para siswa sudah memiliki kamus bahasa Inggris agar bisa mengatasi kendala dalam pembelajaran daring bahasa Inggris.” (Wawancara siswa kelompok 4).

“As explained previously, we learn by watching videos through the teacher’s YouTube application (if the material is not sent via video/audio). Then, we should have an English dictionary already to overcome obstacles in online learning English.” [free translation] (Interview with a student in group 4).

“Menurut saya salah satu cara mengatasi adalah saya bertanya kepada guru yang mengajar tentang materi yang saya tidak tau dan tidak mengerti, dan juga memahami dan mendengar apa yang disampaikan oleh guru mata pelajaran tersebut. Jika terhalang internet maka saya akan menunggu internet stabil kembali dan berusaha menyesuaikan diri dengan jalannya pembelajaran. Jika telah diberikan materi akan saya baca dan jika diberikan tugas akan saya kerjakan.” (Wawancara siswa kelompok 5).

“One option to solve the problem is to ask the teacher who teaches about the material that I do not know and do not understand. I also try to understand and listen to the material explanation from the teacher. If the internet is unstable, I will wait for the internet to stabilize again and adjust to learning. If the material has been given, I will read it, and if the teacher gives an assignment, I will do it.” [free translation] (Interview with a student in group 5).

“Cara saya mengatasi kendala adalah dengan mencari media pembelajaran lain, seperti dengan menonton video penjelasan dari youtube dan saya juga mengambil kelas belajar tambahan (les) diluar dari jam sekolah.” (Wawancara siswa kelompok 6).

“I overcome the problem is to look for other learning media, such as watching an explanatory video from YouTube. I also take additional learning classes (private courses) outside of school hours.” [free translation] (Interviews with students in group 6).

“Buat metode belajar yang kreatif. Adakan zoom meet, uji lisan, dan pemahaman. Bertanya kepada teman teman juga menjadi cara untuk memahami pelajaran tersebut.” (Wawancara siswa kelompok 7).

“We are creating creative learning methods. Hold a zoom meeting, oral test, and comprehension test. Asking friends is also a way to understand the lesson.” [free translation] (Interview with a student in group 7).

“Ciptakan lingkungan yang nyaman dan mendukung, hal pertama yang harus kita benahi adalah memperbaiki lingkungan belajar, kita harus menciptakan lingkungan belajar yang benar nyaman dan mendukung untuk belajar bahasa Inggris.” (Wawancara siswa kelompok 8).

“Creating a comfortable and supportive environment, the first thing we must fix is to improve the learning environment; we must create a comfortable and supportive learning environment for learning English.” [free translation] (Interview with a student in group 8).

It turns out that online learning independence from students has been raised. Online learning forces students’ creativity to overcome various difficulties in learning. It was evidenced by how students already understood technology and used it in the learning process.

Table 2. The independence of students in English online learning

	Indicators	Frequency	Percent	Valid Percent
Valid	Strongly Disagree	2	3.8	3.8
	Disagree	8	15.4	15.4
	Agree	21	40.4	40.4
	Strongly Agree	21	40.4	40.4
Total		52	100.0	100.0

The data processing results presented in table 2 show that learning English online could increase students' independence in English, with a percentage of 40.4% agreeing and also choosing strongly agree. Students chose to disagree only slightly, namely 15.4%. This comparison can be seen clearly in Figure 2.

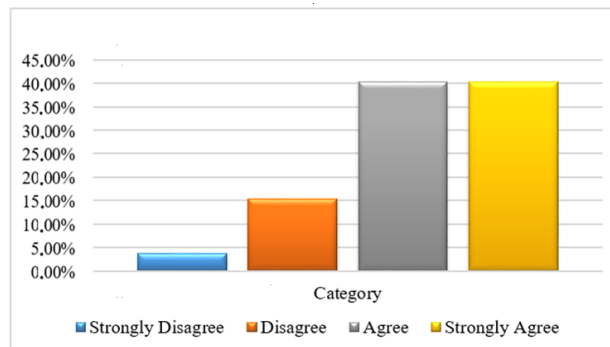


Figure 2. The diagram of students' independent learning in English online learning

The survey results stated that students agree that online learning made them more independent. However, the students still need help from the teacher. Although it could show learning independence, online learning English is a bit effective because students feel they have not been able to understand better the material presented by the subject teacher. The implementation of online learning in the educational practice of the Covid-19 pandemic turned out to be less well implemented because, from the side of the students, they were not independent enough. This study showed that students still had enough confidence and responsibility for online learning. Online learning could not replace offline study habits related to students because students must have their preparation and discipline while studying.

Students' perceptions on independent learning in English online class

Learning English online at Madrasah Aliyah had its twists and turns. Not all students could follow online learning English well. Based on the recognition of Madrasah Aliyah students, it was more difficult for students to participate in learning English remotely well compared to regular meetings. Their reasons were very diverse. The students admitted that they had difficulty understanding learning English. It was because the students felt less understood than what was explained by the teachers. In addition, students were also given more new material that had not been explained clearly by the teacher, plus students were getting bored over time.

"Belajar Bahasa Inggris lewat daring kurang seru dan kurang menantang karena tidak dapat berdialog langsung bersama teman-teman dan guru dalam Bahasa Inggris." (Wawancara siswa kelompok 1).

"Learning English online is less fun and less challenging because it is impossible to have direct dialogue with friends and teachers in English." [free translation] (Interview with a student in group 1).

"Pendapat saya tentang kelas online di masa pandemi corona ini, menyenangkan tapi lama kelamaan membosankan. Kadang tidak mengerti karena keterbatasan jaringan dan pemahaman yang terbatas." (Wawancara siswa kelompok 2).

"My opinion about online classes during this corona pandemic is fun, but over time it gets boring. Sometimes we do not understand because of network limitations, and the materials are hard to understand." [free translation] (Interview with a student in group 2).

The students also complained that online learning made it difficult to accept and understand the materials provided. It was because the absorption of the brain was different. Some materials are more difficult to understand when explained online than the teacher's direct explanation in offline learning.

"Kekurangan dari pembelajaran daring ini yaitu kurangnya pemahaman dalam mendalami materi. Kekurangannya yang yaitu kita tidak bisa melakukan aksi secara langsung." (Wawancara siswa kelompok 3).

"The drawback of this online learning is the lack of understanding in exploring the material. The drawback is that we could not take action

directly.” [free translation] (Interviews with a student in group 3).

“Kekurangan dari pembelajaran sistem daring menurut saya ialah siswa jadi kurang dalam berinteraksi menggunakan bahasa inggris. Pertama tidak mudah akan mengerti lalu kedua komunikasi antara siswa dan guru sangat terbatas (Wawancara siswa kelompok 2).”

“The disadvantage of online learning, in my opinion, is that students are less able to interact using English. First, it is not easy to understand then; secondly, the communication between students and teachers is limited.” [free translation] (Interview with a student in group 2).

Supporting facilities for learning remotely for students also are not optimal. The students complained that internet facilities (the main facility for online learning) were still lacking. The students are forced to use their own money to buy internet credit even it should be the school’s responsibility. The parents also have to spend more money on their children’s learning needs.

“Kekurangannya adalah kebanyakan siswa menggunakan paket data, jadi para siswa kesusahan ketika paket datanya habis atau ada gangguan jaringan. Ditambah keterbatasan akses Internet, berkurangnya interaksi dengan pengajar, pemahaman tentang materi, minimnya pengawasan dalam belajar.” (Wawancara siswa kelompok 2).

“The drawback is that most students use internet credit, so students face difficulties when they run out of internet credit or a network problem. In addition, limited internet access reduced interaction with teachers, understanding of the material, lack of supervision in learning.” [free translation] (Interviews with students in group 2).

Furthermore, learning English online provided an unpleasant atmosphere for students. This online learning confused students in understanding the material, how to solve internal problems (e.g., the internet is not good), etc.

Table 3. Students’ enthusiasm in English online learning

	Indicators	Frequency	Percent	Valid Percent
Valid	Strongly Disagree	11	21.2	21.2

Disagree	18	34.6	34.6
Agree	16	30.8	30.8
Strongly Agree	7	13.5	13.5
Total	52	100.0	100.0

Based on table 3, students’ enthusiasm did not grow in learning English online. It was evidenced by the number of students who choose not to agree as much as 34.6% on the grounds of difficulty understanding English lessons if carried out online. Meanwhile, 30.8% of students agree because the tasks could be completed by looking online. This comparison can be seen clearly in Figure 3.

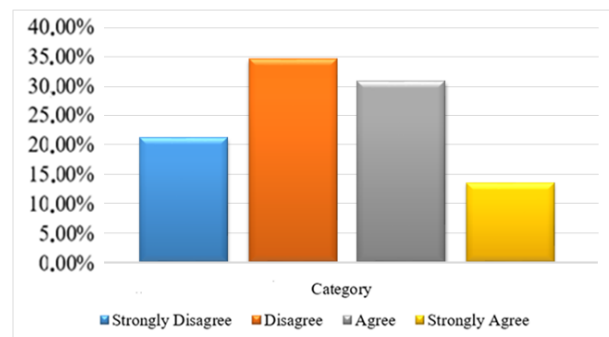


Figure 3. The diagram of students’ enthusiasm in English online learning

Table 4. Conducive situation of English online learning from students

	Indicators	Frequency	Percent	Valid Percent
Valid	Strongly Disagree	6	11.5	11.5
	Disagree	18	34.6	34.6
	Agree	16	30.8	30.8
	Strongly Agree	12	23.1	23.1
	Total	52	100.0	100.0

Table 4 shows the atmosphere of English online learning, which provides an uncomfortable atmosphere for students. It was evidenced by 34.6% of students who chose not to agree, and 30.8% agreed that learning English provides a comfortable atmosphere. This comparison can be seen clearly in Figure 4.

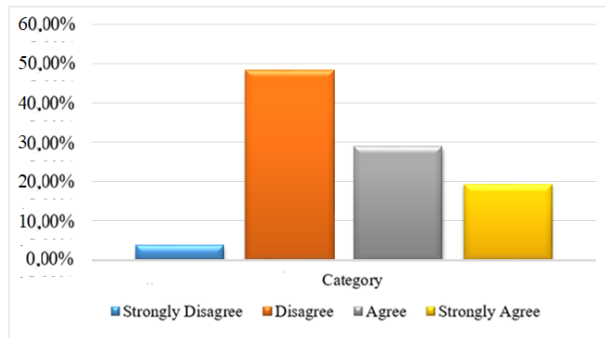


Figure 4. The diagram of English online learning-teaching atmosphere

Although the difference was not far, the students did not like online learning more. On the other hand, the other students enjoy learning English remotely. The students found it very interesting even though it needed adjustment. For example, students could search for English language materials via the internet.

The involvement of teachers is very important in terms of practice. Research also revealed that the weakness of online learning is due to technical problems and lack of physical interaction (Hazaymeh, 2021).

“Pelajaran bahasa Inggris merupakan pelajaran yang membutuhkan praktek agar cepat terbiasa bisa melalui pelajaran daring maupun luring.” (Wawancara siswa kelompok 6).

“English lessons require practice to get used to them quickly through online and offline lessons.” [free translation] (Interviews with students in group 6).

“Menurut saya pembelajaran daring bahasa inggris sangat membantu saya. Tentang materi-materi yang susah saya pahami dan cara belajarnya sangat dan mudah dipahami.” (Wawancara siswa kelompok 8).

“I think learning English online is very helpful for me. It is about the difficult materials for me to understand, and the way of learning is very easy to understand.” [free translation] (Interview with a student in group 8).

Adjustment online learning could start with schools, parents, friends, teachers, and most importantly, support from students themselves. This support encourages every student (Azmiyyah & Lianawati, 2021). Even in an online learning situation, students could carry it out well with their creativity. In addition, students could also take advantage of various media as the learning process.

“Menurut saya, kelebihan pembelajaran daring bahasa Inggris yaitu kita lebih leluasa dalam mempelajari bahasa Inggris. Seperti ketika tidak tahu arti sebuah kata, kita dapat mencarinya. Lalu, kita juga dapat melatih dengan berbicara di internet entah dengan teman atau anonim menggunakan bahasa Inggris.” (Wawancara siswa kelompok 4).

“In my opinion, the advantage of learning English online is that we are more flexible in learning English. When we do not know the meaning of a word, we can look it up. Then, we could also train by talking on the internet either with friends or anonymously using English.” [free translation] (Interview with a student in group 4).

“Kelebihannya hanya waktu yang fleksibel video-video dari pelajaran bahasa inggris sangat banyak, selain itu kita bisa melihat materi bahasa inggris dari berbagai sumber semisal Google sebagai referensi materi.” (Wawancara siswa kelompok 5).

“The advantage is that the time is flexible. There are lots of videos from English lessons. Besides that, we could see English material from various sources such as Google as reference material.” [free translation] (Interview with a student in group 5).

“Waktu mengerjakan tugas lebih panjang, bisa menambah pengalaman saya tentang belajar bahasa Inggris. Selain itu kita bisa menerjemahkannya ke dalam Bahasa Indonesia serta waktu mengerjakannya lebih panjang.” (Wawancara siswa kelompok 7).

“The time I do the task is longer, which could add to my experience of learning English. In addition, we could translate it into the Indonesian language, and the time to do that task is longer.” [free translation] (Interview with a student in group 7).

Online learning should make it easier for participants to learn. Much knowledge is available from various media and is easy to reach. Although this method of learning English online is still considered new by students, students should be able to make more use of the existing media. In the current technological era, students are very familiar with using existing technology, which means that a lot of information could be obtained by students, one of which is English material. That way, with online learning, more independent learning appears to students.

The challenges of independent learning in English online class

The changes in learning patterns that occur quickly and last for a long time in students greatly affect the learning achievement obtained. This change is not only due to the technique of giving different material, but students and educators are also required to master the learning media used. In the synthesis of learning independence, there were dimensions of learning management, responsibility, and the use of various learning resources. Students must take advantage of these dimensions to optimize independent learning. First, students must manage the time and place in carrying out learning activities. It could be started from reading, making summaries/notes, or listening to various materials from electronic devices, e.g., audio, smartphones, etc. (Khoiriyah, Waris, & Juhansar, 2019). This method could help students to succeed in the learning process.

Second, students must be responsible for their learning activities. Starting from the difficulties faced and each student's ability, they have to prepare for it. This method is obtained through high learning motivation. In the difficulties faced, students could overcome them by practicing doing various questions regularly and correcting their learning errors. Third, students must be able to take advantage of various learning resources obtained, such as books, magazines, internet learning modules, or it could be by using a learning tutorial.

These three dimensions were already owned by the students where the students persistently tried to overcome the difficulties encountered in the online learning process. Students can be responsible for completing the learning that the school has required. In addition, students who are not left behind on technological sophistication can use it in completing learning. Independent learning students could control personal awareness. They can build motivation and competence and the skills to be achieved. Students who can learn independently can control themselves, have high learning motivation, and are confident that they have a broad and flexible orientation or insight (Rochmawati, Fatmawati, Sukma, & Sonhaji 2021).

Regarding the facilities that need to be prepared to facilitate learning English from both teachers and students, it was the school's responsibility or related government agencies (Chung & Choi, 2021). The school has at least prepared internet facilities,

English learning modules/books, face-to-face media (zoom or other conference media), and learning motivation for students. Seeing the responses of Madrasah Aliyah students, it turned out that they could enjoy learning English even though it was online learning. Even with some difficulties students face, such as the internet and materials that were not ready, Madrasah Aliyah students could adapt. Furthermore, it is left to the school and interesting methods from the teacher concerned to make learning more effective.

To develop student learning independence, the teacher should create a conducive learning atmosphere and avoid anything that would interfere with student learning, encourage students to understand the correct methods and procedures in completing a task, help students manage time, foster self-confidence in students that they can do assignments given, encourage students to control their emotions and should not be panic easily when completing assignments or facing difficulties, as well as showing the progress that students have achieved (Ezra, Cohen, Bronshtein, Gabbay, & Baruth, 2021). Then, teachers must carry out online learning management (Sanoto, 2021) well; thus, students can meet the planned learning success indicators. Teachers need to be competent in carrying out learning management according to current needs from planning, implementation, and learning evaluations (Mashuri & Hasanah, 2021).

CONCLUSION

The students of MAN 1 Model Manado in the implementation of English independent online learning use the materials provided by the English teacher. In addition, to facilitate learning-teaching process, students commonly use media such as YouTube to enrich their understanding related the material discussed. Students consider that independent learning-teaching in online English class during Covid-19 pandemic is ineffective especially for students who are living in remote area. Even though the learning teaching process is supported by the use of latest technology, students who are coming from isolated area find it difficult learn because of the unstable network connection and the limited data credits.

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