

ESTABLISHING SELF ACCESS LEARNING MODE VIA E-LEARNING TO PROMOTE THE LEARNER AUTONOMY

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ABSTRACT

Class-based courses following linear syllabuses tend to more teacher-centered learning than learner-centered learning. In addition this kind of learning mode can have difficulty in meeting learner autonomy. As a result it leads the learners of English as a Foreign Language (EFL) to be unable to learn on their own individual needs. To help them able to learn individually and escape from the binding syllabuses, it is necessary for the EFL teachers to establish a sort of learning mode which can cater their students to learn on their own individual needs. To be concerned with this establishment of individual learning mode, this paper will address its discussion on establishing Self Acces Learning Mode (SALM) via e-learning to promote the learner autonomy. For this discussion, the paper will firstly concentrate on understanding of SALM. Furthermore it will discuss the reasons of SALM establishment. Finally, it will focus on how e-learning can help the EFL teachers provide their students an individual learning mode. With these points of presentation, this paper can hopefully contribute to the EFL teachers in term of providing another individual learning mode for their students via e-learning.

Key words: Self Acces Learning Mode, teacher-centered learning, learner-centered learning, e-learning

Introduction

Many scholars believe that the learners are individually different from each other. Although they have been grouped or classified into one class with the same level, for example elementary, pre-intermediate, intermediate or advance, in acquiring their English there are still individual differences among them. To be concerned with the individual differences among the learners, the scholars discuss them in different points of views. Jonassen and Grabowski (1993), for instance, explain that it is possible and desirable to adapt the nature of instruction to accommodate differences in ability, style, or preferences among individual to improve learning outcomes. Different from Jonassen and

Grabowski, the individual differences constitute major areas such as learning aptitude, gender, culture, age, and other demographic variables (Robinson, 2002 and Skehan 1989). In addition, in the words of Zafar and Meenakshi (2012) the learners can have such individual differences as age, sex, aptitude, motivation, learning styles, learning strategies, and personality.

To understand more the individual differences, it is furtherly necessary to explain some of them. In term of motivation, for example, the learners have different puposes to learn their English. For this point, Ellis (1997) describes that some of the learners want to learn English to pass an examination but some others want to get a better job or to get a place at a university. In

addition in term of learning style, Gill (2005) explains that visual learners prefer to have information presented visually, with pictures, flow charts, diagrams, etc., instead of oral or written words. On the other hand, verbal, or auditory, learners prefer oral or written explanations to visual clues. From the two points of learner's motivation and learners's learning style, it can be illustrated that for the visual learners who want to get a better job, they certainly tend to use their visual sensory to have the information presented visually. On the contrary, for those with the verbal style, they prefer written texts to get information about a place at a university.

In practice the individual differences among the learners can influence the teaching and learning process. For this reason, Randi and Corno (2005) explain that there is no disagreement among scholars that student differences influence teaching and learning. In addition they add their explanation that the combination of theory and practice on the topic is prodigious. Nevertheless, the dilemma of how the education of individuals occurs within group settings remains unresolved. From this explanation by Randi and Corno, it indicates that the classroom based learning still have problems that it cannot meet the differences among the learners. As a result, this kind of learning mode cannot cater the learner autonomy and it finally leads the learners to be unable to learn on their own individual needs.

In order the learners can learn their English individually and are not binded by the learning procedure in the classroom, it is therefore important for the EFL teachers to select or establish another learning mode which can provide the learners the environment that enable them to learn on their own. Regarding this kind of individual learning mode, this paper focusses its discussion on establishing Self Access

Learning Mode (SALM) via e-learning to promote the learner autonomy. For this discussion this paper has three foci constituting understanding of SALM, reasons of SALM establishment, English and Language Teaching, E-learning, and SALM establishment via e-learning.

Understanding of SALM

The term "SALM" used in this paper refers to the term "Self Access Centre" (SAC). For this reason, it is therefore necessary to understand what SAC is. Scholars define SAC in a different way. Sheerin (1991:143), for example, defines it as "a way of describing learning materials that are designed and organized in such a way so that students can select and work on tasks on their own, and obtain feedback on their performance, for example by comparing their answers to a key which accompanies the material." In addition, in the words of Gardner and Miller (1999:8), it is described that it is sometimes seen as a collection of materials and sometimes as a system for organizing resources. Based on the two definitions of SAC, SALM can mean a learning resource consisting of a collection of designed and organized materials that the learners can use for their individual learning.

Though SAC is differently defined by the scholars above, the two definitions focus on two key words to which SALM establisher should pay a better attention. These constitute learning materials and learning organization. In term of materials, both definitions give an idea that the institutions establishing SALM should have materials which can be collected from many resources and designed in a certain way. In addition, in term of organization, there should be SALM organization which can cover materials, room, participants (users), opening hours, and staff. Both learning materials with certain design and SALM

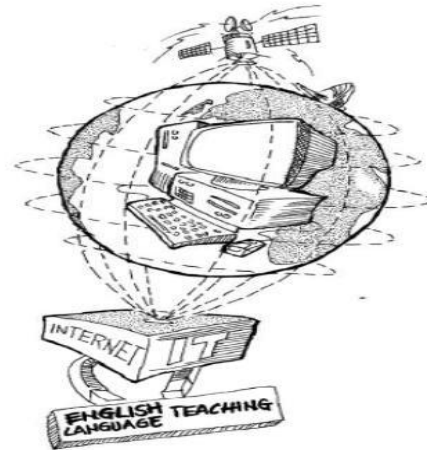
organization are provided in order that the learners in SALM can select materials individually, work on tasks on their own, and evaluate their performance by themselves with answer key provided in the answer sheet page. As a result, SALM can lead the learners to meet their individual differences such as needs, motivations, levels, strategies, and other personal differences. In other words, SALM can provide facilities for the learners that they can promote their autonomous learning (independent learning).

Reasons of SALM Establishment

Because the term SALM refers to the term SAC, the reasons of establishing SALM can be adapted to the reason of SAC establishment. According to Miller and Rogerson-Revell (1993), the rationale for establishing a self-access centre may be based on one or a combination of such reasons as financial, pedagogical, ideological, and prestigious.

Internet and English Language Teaching

Nowadays, the emergence of it cannot be denied and ignored in English language teaching. Since its advent to the present time the Internet has contributed to English language teaching and learning. For this fact, the Internet has become very important in English language classroom. Regarding the Internet in English language teaching, Eastman (1996:34), describes that the web with its ease of use and accessibility will continue to grow in the importance of English language teaching. To illustrate the existence of Internet in English language teaching, Supardi (2013) cited Lin (1997) as in the following picture.



E-learning

The term “e-learning” can be found in many books. It has been defined in a different way. On the one hand, it refers to the intentional use of networked information and communications technology in teaching and learning (Naidu, 2006). On the other hand, e-learning is the delivery of education (all activities relevant to instructing, teaching, and learning) through various electronic media (Koochang & Harman, 2005). Though the two definitions are differently presented, they have the same focus as media for teaching and learning with the use of technology. In the past it was delivered using CD-ROM, but nowadays e-learning is mostly delivered through the Internet.

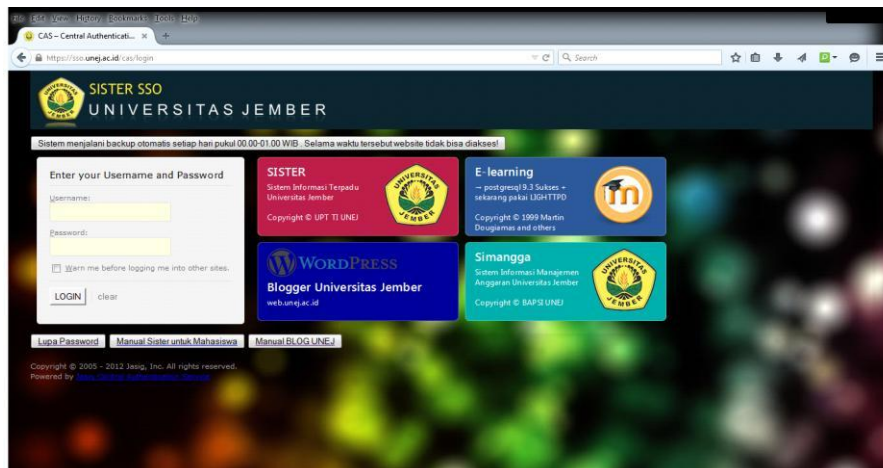
For many years researchers have suggested that the use of e-learning is provided for the learners to enhance their learning. To be concerned with the enhancement of learning by the students, McCormack & Jones (1998) argue that it may be related to student learning strategies used for Internet-based learning. For the learning enhancement of the students, in recent years, most of educational institutions have developed e-learning to provide the teachers and the students as the media for teaching and learning.

SALM Establishment via E-learning

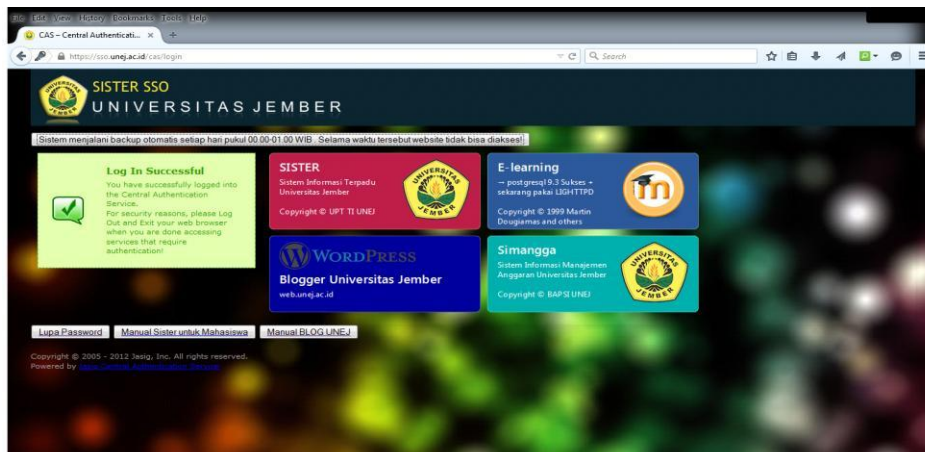
The University of Jember is a university that has developed e-learning for the teachers and the students as the media for teaching and learning. For this fact, the discussion on this section is based on what has been done by the writer in providing SALM for the students. According the understanding of SALM in the previous section, the provision of learning materials constitutes the key word in establishing SALM. The steps below are of how the

writer provides the learning materials in e-learning powered Information and Technology (IT) Unit at the University of Jember.

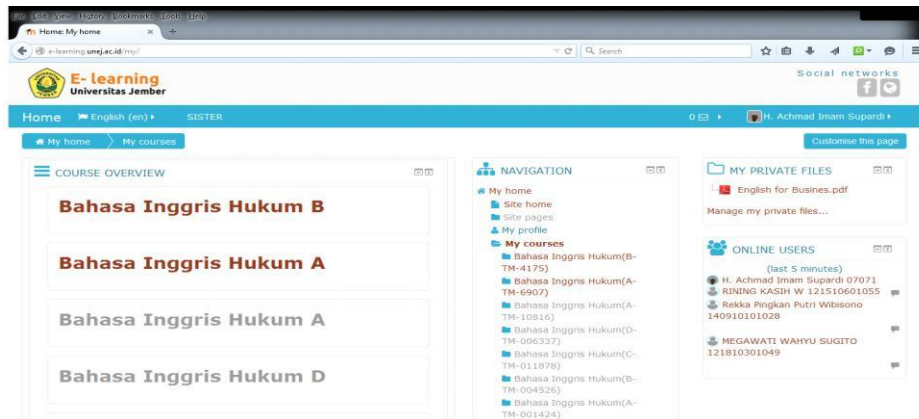
The teacher firstly have to login through SISTER (Sistem Informasi Terpadu/Integrated Information Syatem) by typing his/her username and password, then click login button as in the following display.



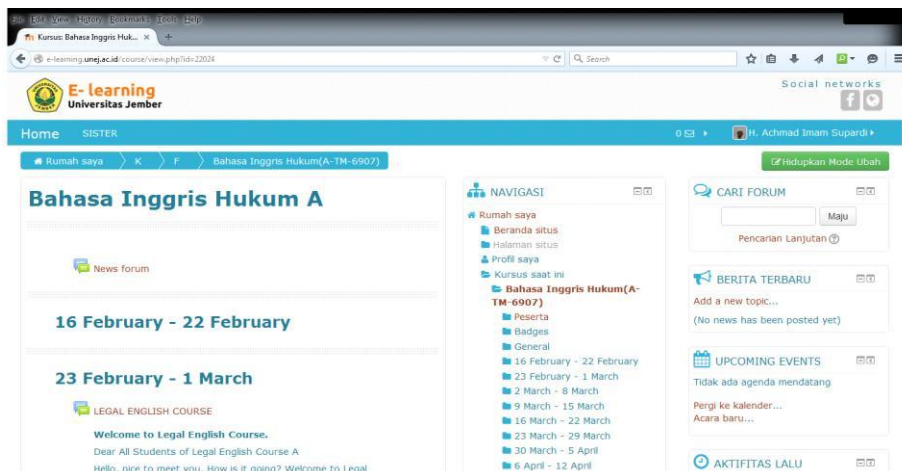
After login, the display will be the following.



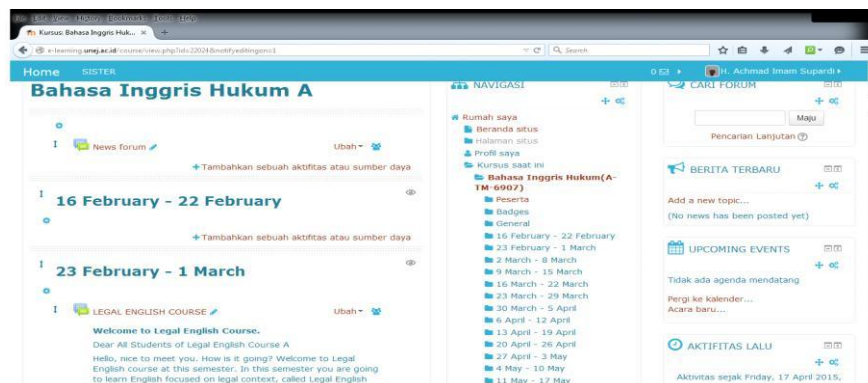
In the display above the next step is to click *E-learning* and the display will become the following.



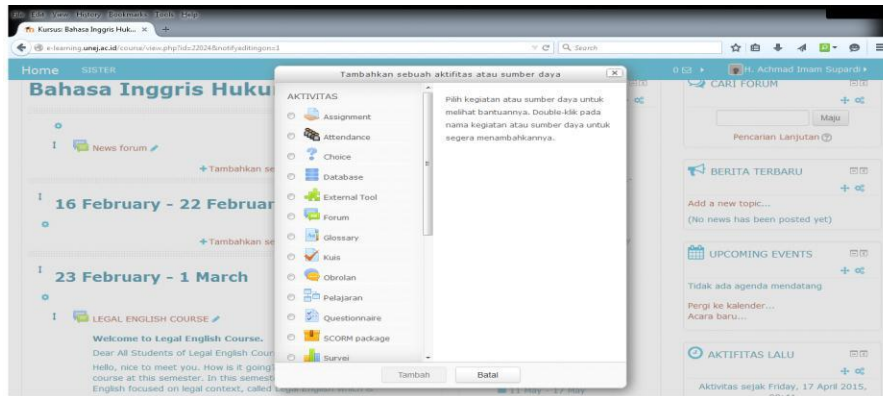
In this display the teacher have to click the name of the course (Bahasa Inggris Hukum A) on the left side and the display will be the following.



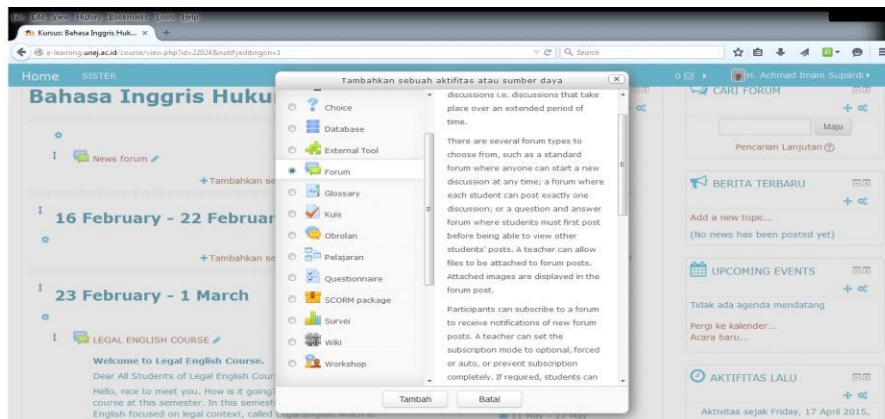
In this display the next step is to click "Hidupkan Mode Ubah" on the green box at the top on the right corner and the display will be in the following.



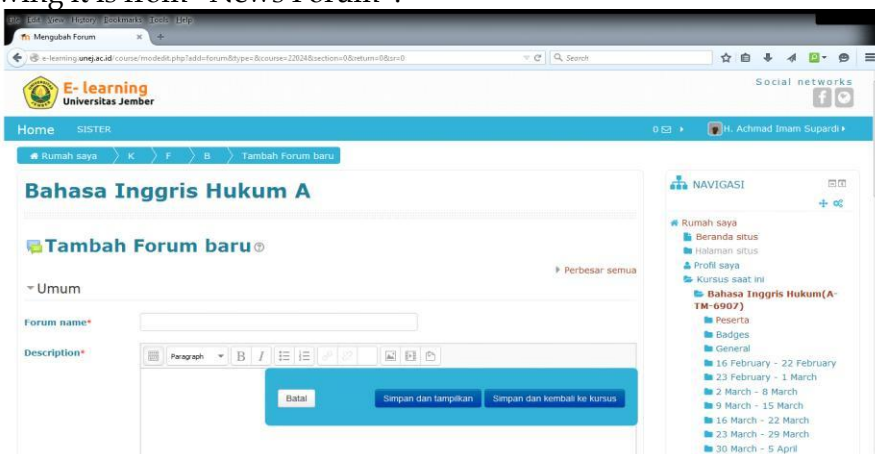
In the display, click "Tambahkan sebuah aktifitas atau sumber daya" under News forum or the Date and the display will be the following.



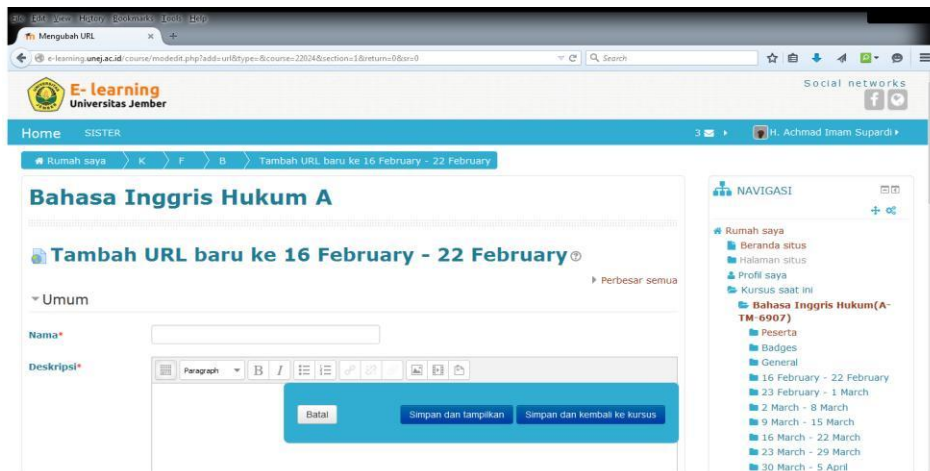
In this display there is a box presenting kind of activities such as assignment, forum, kuis, pelajaran, file, url, etc, the teacher have to select. After selecting one of the activities, the display will be in the following.



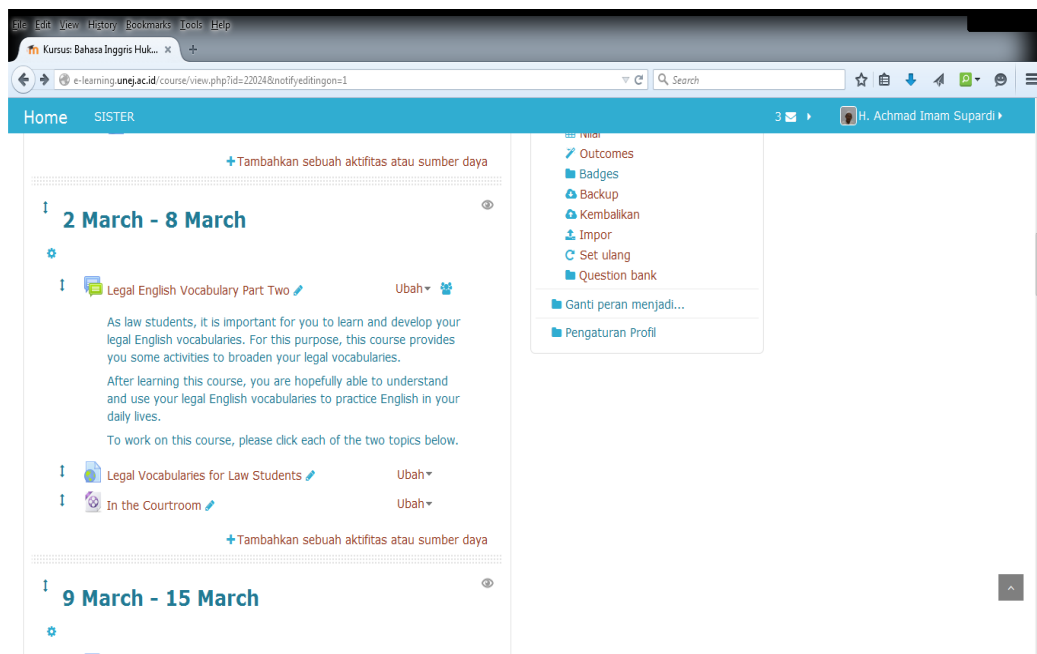
In this display click “Tambah” at the bottom of the box in the middle and the display will be in the following it is from “News Forum”.



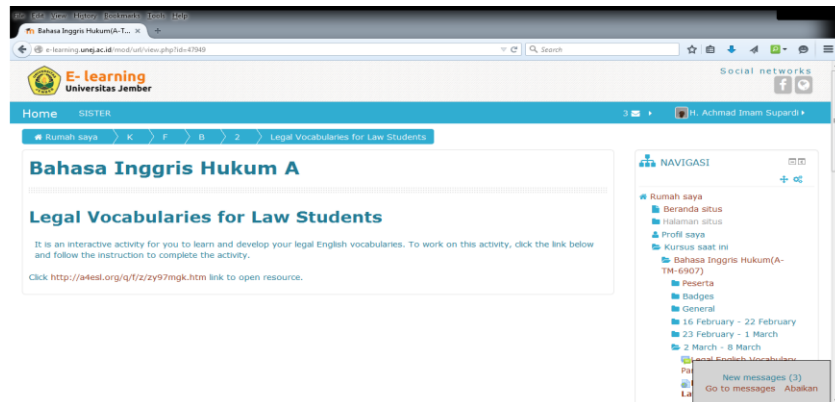
If it is from the Date and Url, the display will be in the following.



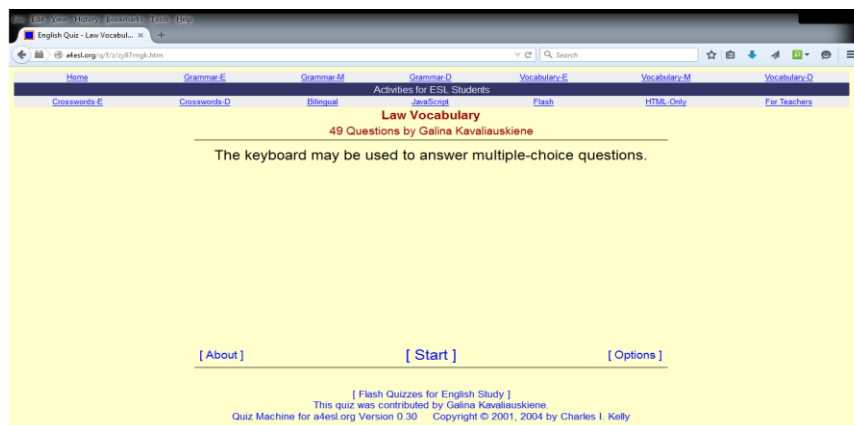
In this display the teacher have to write name of the material on the coloumn “Nama” and description of the material on the coloumn “Deskripsi”. The Completed display can be seen as in the following.



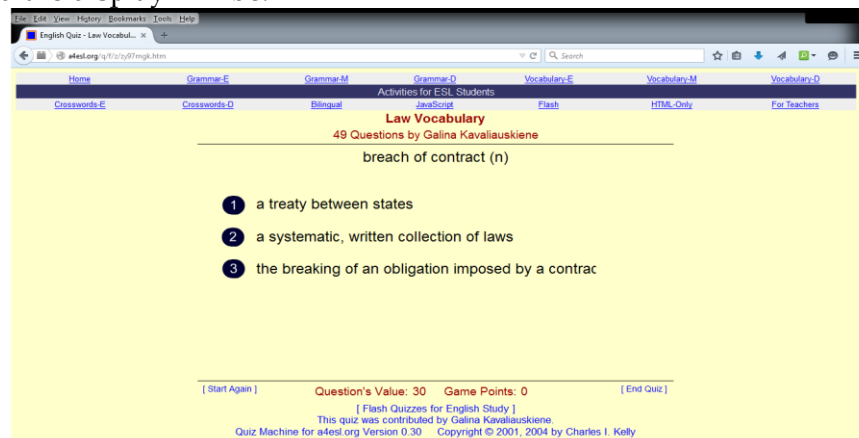
In this display both techer and students can use the material by clicking the name of the course in red colour. The use it for teaching and the students use it for their individual learning. After clicking the course name (Legal Vocabulary for Lawa Students), the display will appear as in the following.



Because this material is taken from the Internet, the students have to click the url in red colour under the course description. After the click, the display will be in the following.



In this display, it is time to begin learning by clicking the button "Start" in the middle at the bottom and the display will be.



In this display the students will complete the exercise on Legal Vocabulary by clicking one of the alternative answers, 1, 2, or 3 in dark-blue circle. When they click one of them, the "Correct" or "wrong" will appear on the screen/display.

Conclusion

There is no disagreement among the scholars that classroom-based learning cannot cater the individual needs of the learners. In order the EFL students can learn on their own needs, it is necessary for EFL teachers to provide another learning mode. It can be realized in the establishment of Self Access Learning Mode (SALM) via e-learning. In this type of indual learning, the teachers can upload the learning materials they have designed. In addition the students can learn the materials on own way, wherever and whenever they like with the use of their computer, laptop, mobile phone, because it is delivered by internet. As a result, they can promote their autonomy to improve their English.

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