Self- Access Materials Needed for Autonomous Learning in the 21st Century at Senior High School

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Abstract

The existence of the covid- 19 pandemic can indeed be a polemic in all sectors, particularly in education sector. Besides the covid- 19 pandemic, the rapid progress of the 21st encourages students to become independent learners who can pursue their own studying. Self- access materials play a crucial role in the successful execution of autonomous learning goals in promoting the ability and passion of students for autonomous learning. Therefore, this research aims to find out self- access materials needed for autonomous learning in the 21st century and investigate how to implement the self- access materials for autonomous learning in the 21st century. This research is a descriptive qualitative research using interview to collect the data. The respondents of this research are 6 students of XI Grade and 1 English teacher. The result shows there are 6 strategies of autonomous learning which consist of 17 autonomous learning activities. From the 17 autonomous learning activities, there are 13 autonomous learning strategies that found in this research with 1 activities founded regarding to the interviewees responses. The self- access materials needed by students are didactic books, motivational videos, dictionary applications, YouTube, vocabulary books, registers, authentic materials, English textbooks according to curriculum, webtoons, novels, feedback worksheet, TOEFL CD-Room, educational software (British Council, BBC Learning English and social media, articles, Ome TV application and others. There are 7 steps to implement the self- access materials. Thus, to support the English learning, this research greatly beneficial for students, teachers and material developers.

Keywords: *Self- access materials, autonomous learning, 21st century skills*

A. Introduction

The development of learning materials is one of the important elements that must be considered in the learning process. Especially in the 21st century, the material which given to the students must be modified based on the learner needs. Learning materials based on students' needs is the main research which is very important to discuss. Along with the development of learning that is autonomous learning, the material that is compiled must be accordance with the needs of students. Thus, there is a balance between the learning process approach or strategy and the learning materials. This research reveals area of interest to explore, because of the importance of research in material development. These areas include learner-centered material development (Sudiran & Vieira, 2017), self- access materials (Tomlinson, 2011; Reinders & Lewis, 2006), autonomy learning materials (Sudiran & Vieira, 2017; Xie, 2020), learner autonomy (Lengkanawati, 2017); authentic materials (Ahmed, 2017), 4C's skills in the 21st century era (Shalehah et al, 2020) and online materials (Hashtroodi &

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Yazdanimoghadda, 2020). 21st century skills in other fields are missing from previous related studies. There was no discussion of the need to examine the material development of learners in 21st century skills. In the Indonesian context, the creation of learning materials based on student needs, autonomous learning in the 21st century and self- access materials are not observable. It is important to figure out the learning materials that meet the needs of students, autonomous learning in the 21st century and self- access materials, according to the review of prior research.

In connection with learner-centered materials development, the teaching materials developed are also expected to the autonomous learning and skills that must be supported in the 21st century. In previous research, there are very few studies that discuss autonomous learning, especially in the 21st century. The Covid-19 pandemic also encourages students to become independent learners who can explore themselves in learning. In effectively implementing autonomous learning objectives and fostering the capacity and enthusiasm of students for autonomous learning, autonomous learning materials play a vital role. They have grown into autonomous learners by providing learners with appropriate autonomous learning materials to meet their teaching needs for self-diagnosis (Cooker, 2008 & Morison, 2005 as cited in Xie, 2020, p. 615).

Furthermore, the skills of 21st century are very much needed because the world and technology are developing. Thus, it is necessary to have supporting skills to be able to adapt with this 21st century. Shalehah et al (2020, pp.55-56) stated that one of the many things that is certainly paramount in the 21st century is technology. In addition, technology is critical for students to get several sources to learn besides the materials taught by their teacher in the classroom and to enhance their own knowledge and autonomy. Since the use of technology cannot be differentiated by human life today, either for work or completing daily tasks, 21st century education requires students to be able to think critically, communicate, think creatively, and collaborate, especially while using technology.

To support the 21st century autonomous learning, self- access materials play a vital role. The self-accessed materials in various ways can be described as: authentic materials, didactic, published language learning materials or modified and designed materials that suit the needs of the students in each setting. As the foundation of certain self-access centers or libraries, materials play a crucial role in promoting autonomy for learners (Gardner & Miller, 1999 as cited in Kuswanto, 2016, p. 46). Self-access materials are widely used by learners to extend their comprehension. Students should have self-access materials such as accessible authentic podcasts, CALL, turning workshop recordings, and using authentic music tools through the use of internet access in house material development (Kuswanto, 2016, p. 47).

Therefore, learning in the current era of the Covid-19 pandemic; students are required to be able to study independently. In addition, the teachers must also develop the English learning materials that direct their students to be able to learn autonomously by paying attention to the needs of students' learning condition. Thus, through the phenomenon of the research, the researcher conducted a research entitled "Self- Access Materials Needed for Autonomous Learning in the 21st Century at Senior High School."

B. Methods

The approach of this research is qualitative research method. Qualitative research means a research based on the philosophy of post-positivism is used to examine the condition of natural

objects in which the researcher are the main instrument (Sugiyono, 2018, p.15). This research employed qualitative method because the data presented in words not in number as stated by Bogdan and Biklen (1982) as cited in Sugiyono (2018, p.21-22). The data analyzed by using descriptive qualitative design. The data collected from some literatures and participants. The numerous data that taken from some literature includes: (journals), books, journals, articles related to the self-accessed materials for autonomous learning in the 21st century based on the student needs used in the theoretical foundation (Nashruddin & Mustaqimah, 2020, p. 85).

The primary data collected from the participants, those are: 6 students and an English teachers at Senior High School at Grade XI in Cirebon, West Java. The researcher interviewed and sends a questionnaire to eleventh grade students. Here the researcher just brings a few students to doing an interview. The six students are decided by the teacher as the PIC of English lesson in each class. The research correspondents are below:

Table 1. Research correspondents

No	Code	Class
1	S1	XI IPS 1
2	S2	XI IPS 3
3	S3	XI IPS 1
4	S4	XI IPS 3
5	S5	XI IPS 4
6	S6	XI IPS 4
7	T1	English Teacher

The data collection of this research uses interview as a techniques data collection. The interview is a process that has carried out for the second stage of data collection. Researcher may obtain more detailed and full information that are important to what the interviewer has experienced from interviews with the organization. The interview process also seeks to complete incomplete information and is adaptive. In this research, the semi-structured interview was the method used in performing interviews. Semi-structured interviews are a tool widely used in qualitative interviewing in order to make it easy for researchers to gather additional knowledge from the questions presented by this guide. In this context, Siyoto & Sodik argued that semi-organized is a widely used guideline because questions are formulated and researchers can dig deeper data by exploring the interviewer's answers (2015, p.65). Here the researcher using tape recorder, WhatsApp calling, chatting and Voice Note (VN). Researcher would be simpler to transcribe. Based on what the participant said the researcher transcribed the response. The response is more thorough and precise since the interaction can be re-heard and closely inspected by the researcher.

Researcher uses descriptive methods, including data selection, data identification, data description and interpretation of data collected by researchers. Thus, the data have been identified and known characteristics will make it easier for researchers to do further data collection. The data analyzed in the some steps below adapted by Sugiyono (2018):

1) *Collecting the Data*

The researcher collects the data from six students of eleventh grade and 1 English teacher. When collecting the data, the researcher gives interviews which include 30 questions for research question 1 and 15 questions for research question 2. The researcher using WhatsApp

to collect the data interviews the students one by one. When interviews the teacher, the researcher directly meet the teacher to gain the data.

2) *Reducing the Data*

After the data obtained is identified, the researcher transcribed the data and then reduced the data according to the group. Classified data grouped based on the answers from respondents in each research questions based on interviews. Reducing means reduce the unused data.

3) *Display the Data*

After the researcher recognizes, reveals the characteristics, and collect data according to the group. The data displayed and explained in detail. Describe this data into something that can express clearly and precisely with the aim to be understandable by people who haven't experienced it firsthand.

4) *Concluding/ Verification*

The data obtained has been collected, reduced and displayed. After the data undergoes this process, the researcher concluded the results of the research find meaning in this research.

C. Findings and Discussion

This research investigates the need of independently accessible English materials for independent learning in the 21st century. In investigating and analyzing the need for self-access materials, it has been found that there are 15 characteristics of self-access materials and 6 autonomous learning strategies consist of 17 autonomous learning strategies indicator in the 21st century based on the theories that have been classified. However, when conducting interviews with 6 students of class XI, it was found that only 12 characteristics of self-access materials could be used for autonomous learning and there are 14 of the 17 indicators of strategy in autonomous learning. In addition, 1 indicator of new steps taken by students in autonomous learning has also been found. The theory of independent learning strategies is taken from Rebecca Oxford (as cited in Kumaravadivelu, 2003) including: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies and social strategies. The results and findings of this research are based on theories and answers from interviewees regarding what self-access materials they need in 21st century independent learning which are outlined in several steps, the following are the results and findings:

Table 2. Research finding of self- access materials needed

No	Autonomous Learning Strategies	Self- Access Materials Needed by Students
1	*Memory Strategies*	
	a) Creating Personal Targets	Didactic books, educational software and motivational video.
	b) Memorizing Vocabulary	Dictionary application, YouTube video, vocabulary and pronunciation books.
2	*Cognitive Strategies*	
	a) Practicing Speaking English	Register/ daily conversation book, audio and video conversation.

	b) Asking People to Get Information	Authentic materials, English textbook, webtoons and novels.
	c) Asking Teacher to Get Feedback	Feedback worksheet
	d) Answering TOEFL Questions	TOEFL CD-Room/ TOEFL books, educational software or web (British Council, BBC Learning English and social media.
3	*Compensation Strategies* a) Utilizing Internet to Learn English	Educational software or web (British Council, BBC Learning English, YouTube and article's.
	b) Using an Application to Communicate with Native Speaker	Ome TV
4	*Metacognitive Strategies* a) Setting Goals and Planning Activities	Authentic material (Tips and trick on magazine or newspaper).
	b) Making Time and Material Management	Textbook accordance with curriculum
	c) Controlling Vocabulary Mastery	Films, dictionary application.
	d) Evaluating English Progress through the Report Book	Report book
	e) Comparing Mark with Other Learners	Self-assessment worksheet
	f) Comparing Mark with KKM	KKM worksheet
5	*Affective Strategies* Controlling Attitudes and Emotions through Lowering Anxiety	Motivational video
6	*Social Strategies* a) Speaking English with Family Member	Ome TV
	b) Speaking with Native	Register book, authentic books, hot news and novels.

To implement self-access materials in autonomous learning in the 21ˢᵗ century, there are some steps that can be done by the students and teachers. These implementation stages are taken from previous research by Kuswanto (2016). There are 6 stages in implementing self-access materials for autonomous learning, including: 1) utilizing SALC (Self-Access Learning Center) for accessing materials; 2) utilizing in house materials development; 3) making authentic podcasts accessible; 4) utilizing TELL; 5) using authentic resources and 6) implementing presentation, discussion and evaluation in English learning. Regarding to the result of interview, there is 1 step that can be implemented in autonomous learning when accessing English materials.

The discussion about *Self-Access Materials Needed for Autonomous Learning in the 21ˢᵗ Century* described based on data that has been taken from the interview process of 6 students. This data analyzed and criticized based on relevant previous research. *The first discussion* is on memory strategies. There are 2 main activities that must be carried out by students in independent learning, namely create personal targets and memorizing vocabulary, these activities are in line with Rebbecca Oxford's opinion (as cited in Kumaradivelu, 2003) that in independent learning if students do not make personal targets what they should have, then there will be no passion for learning English in their lives. This strategy is related to things that students always remember by requiring memorization strength such as memorizing vocabulary activities. Indeed there are several ways that students can do without having to memorize, but in essence the process of memorizing vocabulary is the main foundation of students in learning English. The 6 students who were interviewed needed some self-access materials in carrying out these independent learning activities, including: didactic books, educational software and motivational videos, dictionary applications, YouTube videos, vocabulary and pronunciation books, those self-access materials are in accordance with the theory from Dominguez (2012, p. 472) and Reinders & Lewis (2006).

The second discussion is on cognitive strategies. There are 4 main activities in this strategy, namely: practicing speaking English, asking people to get information, asking teachers to get feedback and answering TOEFL questions. The autonomous learning activities above are in line with the ideas of Rebbecca Oxford (as cited in Kumaradivelu, 2003) which were further developed through research by Aisyah, Waloyo & Rifa'i (2020). In these 4 activities, there was 1 activity that was not carried out by 5 students, namely asking the teacher to get feedback on the grounds that the 5 students had never met directly with the teacher and was still afraid to ask questions. In the activity of asking teacher to get feedback only S5 did. If criticized again, this activity is really needed by students. Because, even in the context of independent learning, they still need direction and evaluation from the teacher. This feedback generated new understanding for students of course. This is certainly a challenge for teachers to have more fun interactions with students. Self-access materials that students need are: register/ daily conversation book, audio and video conversation, authentic materials, English textbook, webtoons and novels, feedback worksheet, TOEFL CD-Room/ TOEFL books, educational software or web (British Council, BBC Learning English) and social media, these types of self-access materials are in accordance with the theory of Dominguez (2012, p. 472); Reinders & Lewis (2006) and Tomlinson (2011).

This third discussion is on the third strategy regarding compensation strategies. There are 2 main activities in compensation strategies, namely utilizing the internet to learn English and using an application to communicate with native speakers. These 2 activities are in line with

research by Aisyah, Waloyo & Rifa'i (2020) which adapts the theory of Rebbecca Oxford (as cited in Kumaradivelu, 2003). This compensation strategy is related to students' efforts to utilize various learning facilities or media to access materials by providing compensation. From this first main activity, 6 students who were interviewed used the internet to learn English. It will be a real loss if students do not take advantage of what is developing today. While in the second activity, using the application to communicate with native speakers is only carried out by S2, because S2 want to learn the accent and culture of several countries. The S2 uses the Ome TV app to communicate. In terms of usefulness, the use of the application to communicate with native speakers is very useful, because students can practice speaking English directly with native speakers. The 5 students who did not do this activity had reasons not to dare to speak with native speakers and prefer to practice it with other learners.

The fourth discussion is about metacognitive strategies. In metacognitive stkrategies, there are 6 main activities carried out by students, including: setting goals and planning activities, making time and material management, controlling vocabulary mastery, evaluating English progress through the report book, comparing marks with other learners and comparing marks with KKM. These 6 activities were developed by Aisyah, Waloyo & Rifa'i (2020) who adapted the theory from Rebbecca Oxford (as cited in Kumaradivelu, 2003). In this metacognitive strategy, 6 students did the strategy to be able to learn English independently. In this regard, the self-access they need to learn English must also be relevant to the activities they undertake. The self-access materials include authentic material (Tips and trick on magazine or newspaper), textbook according to curriculum, films, dictionary application, report book, self-assessment worksheet and KKM worksheet. These types of self-access materials are in line with research from Dominguez (2012, p. 472) and Reinders & Lewis (2006). Judging from the type of self-access material needed, apart from students accessing themselves, teachers also still have to provide evaluations to their students so that the progress obtained by students can increase.

The fifth discussion is about affective strategies, which are related to the mental and emotional states possessed by students. A high desire to learn English will certainly help them in mastering English skills. In this affective strategy there is 1 main activity carried out by students, namely controlling attitudes and emotions through lowering anxiety. This activity was initiated by Rebbeca Oxford (as cited in Kumaradivelu, 2003). By reducing the anxiety that exists in the learners, the body will give positive energy, so it can receive a better response. That is the picture taken by students to always control their attitudes and behavior in learning so that their knowledge can also be absorbed properly. In this activity, the self-access material needed by students is a motivational video. This can be done before the start of learning, in order to provide a stimulant for the spirit of learning in students.

The sixth discussion is about social strategies in autonomous learning. This social strategy has 2 main activities adapted from research by Aisyah, Waloyo & Rifa'i (2020), namely speaking English with family members and speaking with native speakers. However, when conducting interviews, this research found 1 new activity carried out by students, namely speaking English with other learners or classmates. In the first and second activities in this social strategy, students did not do it because there was no one in their family they could invite to speak English. Meanwhile, the second activity is only carried out by S2 because S2 have a strong desire to be able to learn various language accents from various countries. The other 5 students who were interviewed preferred interacted using English with their classmates,

because they thought that students could correct each other's studies. So that from the interview results can produce new indicators on social strategies. As for self-access, they need various forms of audio, video and English conversation books to train them in expressing expressions in English. This material has also been initiated by Dominguez (2012).

Speaking English with other learners is one indicator that found from the interviewees response. In conducting social interactions using English, 5 students tend to prefer to do it with other learners. Even though in a condition that is not yet possible to meet face to face, they still practice their speaking skills with their friends. The self-access materials needed according to S6 are "Of course English textbooks, because the material written in the textbooks will be studied and it is better if they are discussed together using English." In addition to textbooks, news topics that are currently hot are also often used for discussion, such as those carried out by undergraduates and graduate students, "Sometimes we choose topics that are emerging issues." Regarding the answers from the interviewees, this indicator can be added to the social strategy in self-learning.

Furthermore, in implementing Self-Access Materials for Autonomous Learning in the 21st Century, there are several points that can be used as the main material in this research discussion. As is well known, there are 6 main steps in implementing these self-access materials for autonomous lending in the 21st century. These 6 steps are taken from the theory of research conducted by Kuswanto (2016).

The first step is utilizing SALC (Self-Access Learning Center), at this step students can do several activities that they can access at SALC. SALC can be regarded as a library. However, during this pandemic period, the use of SALC is still less effective, because students are not allowed to come to school. However, based on the answers from the teacher, students can still access the library web owned by the school, although they have not been able to access all the SALC facilities that the school has, students can still search for some materials on the library web. In this case, there are many other activities that can be carried out at SALC to support autonomous learning, including: workshops, competitions, and events are all available. All of this is made possible by a group of administrative personnel, professional learning advisors, and student employees. The center's philosophy is that learning should be joyful and enjoyable, that using the SALC should be optional and voluntary, and that the atmosphere should be warm and inviting. This step is in line with the theory proposed by Cooker (2007) as cited in Kuswanto (2016).

The second step is utilizing in house materials. Utilizing materials at home is a theory based on research conducted by Kuswanto (2016). As stated by Tomlinson (2011), that one of the benefits of self-access materials is that they can be studied enjoyable by students. So that from the activities of utilizing in house material, the teacher hopes to create a new atmosphere for students and teach them to learn from anything. Then, there are several examples of materials that they can access at home, for example on the material about "Procedure Text or Warning". Students can find these materials in packaged products used at home and other household appliances. So it can be concluded that these in-house materials can be applied as a step in implementing self-access materials for autonomous learning.

The third and fifth steps were also adopted from the research conducted by Kuswanto (2016), which is about making authentic podcasts accessible. Accessible podcasts are certainly very beneficial for students because during a pandemic, when learning is done online, not all students can pay attention to the delivery of material properly. There are several things that

make them unable to understand the material well, such as internet connection problems, feeling sleepy and unfocused. So one of the things that teachers can do is make podcasts that are accessible, students can play the explanation repeatedly anytime and anywhere. In making authentic resources, of course there are several benefits to be achieved, namely hoping that these authentic materials can help students in implementing independent learning.

The fourth step is about utilizing TELL (Technology Enhanced Language Learning). It is undeniable that technological developments have changed all aspects of education, one of which is teaching English. This has a positive impact on students and teachers, because the material can be accessed easily. There are so many references available on the internet. In independent learning students will maximize existing technology to be able to learn more about skills in English. The use of TELL for language teaching, especially in implementing self-access material for autonomous learning, was adopted from research conducted by Kuswanto (2016).

The sixth step is implementing presentation, discussion and evaluation. This step is taken from research conducted by Kuswanto (2016). At this stage, the implementation of self-access material for autonomous learning is seen from the preparation of the material that students want to convey then discuss it with a group of friends and present it in front of other friends. From this activity, evaluation activities will also be seen where one student and another student or teacher can explain each other's understanding of the material. It may be noted that not all students can participate actively because learning is done online. However, if their enthusiasm for learning is high, they can do this activity again after the online class is over and invite each other, teach each other.

The last step found during the interview was to make a list of new references founded in the note book. This step was discovered during the interview; they said that recording something new would add to the list of resources they could access. This of course can be used as an example for other students and can support them in doing independent learning.

Based on the results of interviews with 6 students and 1 teacher, it was found 1 habit that was carried out by 3 students when they were learning English independently. This activity is carried out by S2, S4 and S5. S2 said, "I make a list of new things that I find, and then I will access it myself while studying." S4 added, "When the teacher or friend is explaining, I take notes on the materials I have just heard and look for them after class is over." And that was also done by S5, "Just like S2 and S4, I also took notes in my important notebook and searched for more about what it was." From the statements of several students, it can be found 1 step that can be done in implementing this self-access material for autonomous learning. Thus, it can be concluded that creating a list of new references in the note book can be used as one of the steps that can be used in implementing self-access materials for autonomous learning.

D. Conclusion

Self- access materials play a crucial role in the successful execution of autonomous learning goals and in promoting the ability and passion of students for autonomous learning. They have evolved into self-employed learners by supplying learners with sufficient autonomous learning resources and strategies. The autonomous learning strategies are: memory strategy; the activities in memory strategy consist of: creating personal targets and memorizing vocabulary. The second strategy is cognitive strategy, the activities in cognitive strategy consist of: practicing speaking English, asking people to get information, asking

teacher to get feedback and answering TOEFL question. The third strategy in autonomous learning is compensation strategies, the activities in compensation strategies consist of: utilizing internet to learn English and using an application to communicate with native speaker. The fourth strategy is metacognitive strategy; there are six main activities in metacognitive strategies, namely: setting goals and planning activities, making time and material management, controlling vocabulary mastery, evaluating English progress through the report book, comparing mark with other learners and comparing mark with KKM. The fifth strategy is affective strategies; the activity of autonomous learning is controlling attitudes and emotions through lowering anxiety. The sixth strategy is social strategies, the activities in the social strategies are: speaking English with family member and speaking with native speaker.

The self- access materials needed by students are didactic books, motivational videos, dictionary applications, YouTube, vocabulary books, registers, authentic materials, English textbooks according to curriculum, webtoons, novels, feedback worksheet, TOEFL CD-Room, educational software (British Council, BBC Learning English and social media, articles, Ome TV application and others. There are 7 steps to implement the self- access materials. From some of the discussions about how to implement the self- access materials for autonomous learning, it can be concluded that the implementation of self-access material for independent learning can be carried out through the following steps, namely: 1) utilizing SALC (Self-Access Learning Center) for accessing material, 2) utilizing in house material development, 3) making authentic podcasts accessible, 4) utilizing TELL, 5) using authentic resources, 6) implement presentation, discussion and evaluation, 7) creating a list of new references founded in note book which is the new indicator that found in learner responses.

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