

Accommodating Self-Access Learning Through E-learning Response to Covid 19 Pandemic for Autonomous Language Learning in English Instructional Purposes

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ABSTRAK

It is practice-based research at the undergraduate level to respond to the current Corona Virus Covid 19 outbreak. This research aims to discover a suitable course that can be self-accessed independently anywhere. 135 preservice teachers participated in this study, and 5 courses had been changed purposely to meet student learning needs and their current condition. Three situations play vital factors in changing the course. They are the lockdown due to Corona Virus Covid 19 outbreak, preservice teachers' internal problems (depression, laziness to study, panic attack), and their social-economic condition that influences their access to the course. The data shows that 89,5% of them had internal problems. Furthermore, due to lockdown restrictions, their parents' financial conditions affected preservice teachers' abilities to access the course through e-learning. The percentage of parents who accidentally had a low income was 58,5%, and it was 44,4% of preservice teachers' abilities who were influenced to access the course. This study summarizes the change in the course before the outbreak and the Covid 19 outbreak. This current study examines how preservice teachers' perception of self-access learning through e-learning, their socioeconomic issues in accessing the internet connection, and how the design change and the to seek the influence of self-access learning in their autonomous language learning.

Keywords: Self-access learning, Social-economic problem, E-learning, Autonomous Language Learning

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