Online learning: Students' autonomy and attitudes

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Abstract
This study aims at investigating students' autonomy and attitude in learning TOEFL online which the program was organized by the Language Centre, Department of Education and Culture, West Nusa Tenggara during the pandemic Covid-19. A set of questionnaires was distributed to 134 students that came from a different geographical location in West Nusa Tenggara province, and were different in age. The participants in the present study were all who had been announced officially as the TOEFL course awardees for Mataram area. The findings indicated that albeit positive tenets on students' autonomy and attitude. The results showed very close similarity as described by 2% difference in mean scores between students' autonomy and attitude. The poor category results were found from students' inability to evaluate their strength and weakness in learning autonomously and the students found it was hard to keep make correspondence immediately with teachers. This study ends with suggestions for the next TOEFL course programs.
Key words: Students' autonomy, attitude, online, TOEFL course

Introduction

Pandemic Covid-19 as reported by worldometer.com (8/7/2020) has attacked 215 countries in the world since the middle of December 2019 until July 2020 that has triggered all to made change mode of teaching and learning process. Indonesia which has more than 66.000 people suffer for Covid-19 commands all the governors of the province to implement online mode learning as a substitution to in classroom learning mode. The policy then has been also implemented in the teaching and learning process for TOEFL course awardees in West Nusa Tenggara province, Indonesia.

TOEFL or Test of English as a foreign language is a standardized test for English users or learners that are recognized as non-native. This test is commonly used as the prerequisite to enroll in foreign countries universities where English as an international language is used as a means of academic communication inside teaching and learning. Since many people believe that graduating from overseas universities brings a lot of benefits and pride (Sanparsert, 2009), many students seek for the opportunity to get it through scholarship offers. Many scholarship hunters who are non-native speakers start to pursue their future academic success by starting to meet the university requirements through doing TOEFL test. Generally, there is a standardized score that the students should be accomplished in order to be accepted in the university they apply or getting the scholarship for studying abroad. The standardized score is usually 550 or above. The students have to achieve that minimum score so that the students can win whether to study abroad or to win the scholarship. Getting focused on preparation for these instrumental tests has increasingly become a vital prerequisite. Hence some students take an intensive course to practice their skills in TOEFL.

By joining a program to study intensively about TOEFL is regarded as a preparation test for the students/test-takers before they encounter the test. This kind of program will require the learners to expose themselves to the kinds of item formats they will encounter, emphasizing their guess, and assisting them to manage their time appropriately (Mousavi, Arizavi, Namdari, 2014). According to Powers (2012), the learners need this kind of special preparation as it presumably enables them to master

the mechanics of test-taking, therefore they will focus on and be able to accurately demonstrate the skills and abilities that are being tested. Mousavi, Arizavi, Namdari (2014) state that the issue of the test preparation effect on the learners' performance of TOEFL tests have always been concerned by test developers, researchers, teachers, and students/test-takers. Besides, Mousavi, Arizavi, Namdari (2014) also explain that the benefit of a test is often highlighted by the researchers and test designers because it is presumably able to independently measure the ability of test-takers regardless of how serious they have prepared or crammed for the test. Therefore, the construct validity of the test is questionable if the preparation results in a higher test score regardless of whether the candidate's ability has increased (Nguyen, 2007). In a practical standpoint, the vitality of test preparation is often felt by the students/test-takers and teachers before being tested.

Due to the implementation of online learning, some previous studies depicted the students' perception and attitude toward it. A study that was conducted by Kabilan, Ahmad, Abidin (2010). They stated that the students consider online group discussion feature as an online learning environment can assist them to facilitate and support their language learning. Moreover, the students at a low level of proficiency feel more comfortable and less threatened when they participate in online discussion than face-to-face in class, which are mainly dominated by the high proficiency learners (Al-Hammody, 2014). Haverback (2009) investigates that the students feel more motivated while they are involved in online group discussions, and they can grasp a better understanding of the learning materials. It indicates that when the online learning environment can make the students feel more comfortable and confident in learning, they will be easier to understand the materials given and they can be more motivated to learn.

The online TOEFL course which has been designed by Language Centre, Department of Education and Culture, West Nusa Tenggara province provided five days online learning materials in a week including skills such as listening, structure and written expression, and reading comprehension. This online course had been implemented for 3 months starting in April 2020 and finished in July 2020. This online course program set to learn all skills as appear in real paper based TOEFL test. It is assumed that the students should have a deep understanding on tips and trick of test and being familiar with the questions. By enrolling in this program, the students are expected to get a chance to join and meet the demand of NTB Government postgraduate overseas scholarship.

Regarding the adjustment of teaching and learning mode of TOEFL course due to pandemic Covid-19, as it was new approach by learning TOEFL by students in Mataram area, the researcher was interested to investigate how this online learning model led to students' autonomy in learning and how they reacted through their attitude during the implementation. On the other hand, the researcher would like to find out the state of the art of this research among previous studies.

Literature Review
Autonomy in foreign language teaching and learning
A lot of experts have discussed to explain the term 'autonomy' in learning. One of them is Holec who states that autonomous learner is the one who must be responsible for the success in learning (Holec, 1981; Vanijdee, 2003; Lo, 2010; Sert, 2006; Cotterall, 2000; Sanprasert, 2009;). Smith mentioned a resembling point of view (2008) that being autonomous means that the theoretical and practical background in learning is well managed by the learners. Related to the learning of English as Foreign Language, it can be learned by the learners to control and direct themselves without someone else's compulsion, though the guidance in the text-book, syllabus of the institution, objectives of the learning, and some other manuals to learn language successfully (Smith, 2008). Holec in Benson (2011) suggested another characteristic

of self-directed or autonomous learning is that it usually happens to the technology mode learning or in Computer Assisted Language Learning (CALL), personal access learning and distance learning. Since technology is challenging for some other learners, consequently, the training and counseling strategies are necessarily given in order to automatically make them able to use it. Therefore, the teacher's role is to be the counselor and trainer to increase autonomy of the learners.

Sanparsert (2009) mentions one of the characteristics that promotes learning autonomy is 'relatedness'. The idea comes up with the concept that every learner has the need of being related. In smaller classification, this need includes the need to be contacted, need to get support, and the need of being involved in society or community. Referring the present research context where it is done in South East Asia country, Indonesia, Littlewood (1999) claimed that the people in Asia own the concept of relatedness in learning. This concept can be the basic capital to boost learners' autonomy in learning. Consequently, the relatedness between teacher and learners in the classroom is needed to exist (Andrade, Bunker, 2009).

Another important point to boost the learners' autonomy according to Adrande & Bunker (2009) is the need to have a freedom of choice. Thus, learners will not merely rely on their learning input and method only from the teacher's explanation and guidance. But the learners required to have decision to choose the learning style and mode as their basic need, not only being the object of the teacher as the decision-maker (Cotterall, 2000). Learners must be filled with any instructions to scaffold the autonomy to grab their own choice.

Regarding the previous discussions on experts' idea to define the term autonomy, the freedom given to the learners of being independent in learning plays very important role to manage the learning process. Benson (2011) states that there are three dimensions that learners need to have responsibility to trigger autonomy in learning. First, learners need to have power to manage their learning model. The learners must analyze the strength and weaknesses the place where they learn, the time they will be in best condition, and the strategy of learning that mostly effective for them to apply (Huang & Benson, 2013). Second, learners need to have access to decide their learning materials. Each learner can decide what best meet their passion to learn and which sources are match with their learning goal. Learners are able to find other references from many different media without waiting the learning materials only from the teacher. Third, learners are proposed to involve themselves as the learning success evaluator. They should assess how far they acquire the knowledge for measuring their cognitive achievement and measure which personal psychological factors that affect their success in learning. They may consider some factors like emotion, internal and external motivation, and their belief. (Benson, 2011). In order to control it, the learners' devotion of time and energy to consider and reflect the language learning process is needed (Little, 2009). Furthermore, human as created with millions of characteristics will lead to have various percentage of the dimensions. It is because individuals create specific autonomy personally, which also appears to the same person that stay in different cultural settings and period of time (Benson, 2011).

Promoting autonomy through online media

The employment of media in learning has been viewed as giving advantage to promote the autonomy for learner in EFL classroom. The idea comes up as the media can help learners both in an online or virtual learning class and offline or face-to-face class. A new approach which is proposed in teaching language using online media may serve nonlinguistic and linguistics input to learners. The real proof of its implementation was the cooperation between Queensland and Indonesia students to conduct language learning through QUPNet (Hoven & Crawford, 2001). Hence, the

term technology in the present research is the online media which plays strategic role in improving the learners' language proficiency. Moreover, the existence of online media promotes learners' autonomy as they can operate their own gadgets and notebooks at anyplace to improve their language competence and motivate learners more as it provides more flexibilities than face-to-face (FTF) learning.

Another concept which supports the advantages of the employment of online media from mobile learning has been proposed by Sung, Chang, & Yang (2015). They say that the online media really help to escalate the learners' autonomy in language learning context. The underlying reason is mobile learning aids learners to be in person management learning by deciding the desirable place, pace, and time.

The attitude in language learning

The experts within the field of learning theory discuss attitude in several angles. For instance, Schwarz, Almer-Jarz, & Breitenecker (2009) looked attitude as a behavioral intention. Then, Bohner & Wanke (2002) viewed attitude as a central element of human identity. Other specialists like Latchanna & Dagnew (2009) argued that understanding ones' attitudes permits us to bear in mind of human behavior. The attitude itself is seen as the state wherever people feelings and beliefs are formed. Mensah et al, (2013) explained that attitude described us the individuals' performance, like however they suppose, behave, and act. Attitude will be outlined as someone's tendency to reply negatively and positively towards one thing (object, idea, situation, and person), thus the language learning attitude refers to personal tendencies toward his or her effort to learn the language.

The research topic that connects the language learning and learners' attitude has been discussed in many EFL learning research. Most of the scientific research findings recommend that a positive result is the outcome of having positive attitude in learning and contrariwise (Wang, 2010). Also, Brown (2000) reviewed collect huge number of researches that analyze the connection of language learning and learners' attitude. He found that the learners' positive attitude during the process of learning will influence the way they choose to occupy the language, which results in a satisfactory point. On the other hand, the learners' negative attitude in learning the language creates failure (Holmes, 1992; Karahan, 2008). When it becomes the issue, the role of teachers is pivotal to boost the learners' positive attitudes in learning the language in order to reach the learning success (Mantle-Bromley,1995).

Research Method

The present study employed a descriptive study by analyzing quantitative data that had been acquired from the survey questionnaire method. The researchers utilized the Google Form to distribute the questionnaires.

Participants

A total number of 134 participants who became students in the online TOEFL course as provided by Language Centre, Department of Education and Culture, West Nusa Tenggara and had been living in Mataram city area, participate in the survey. Fortunately, since the students had signed a contract to actively join all the programs in the online TOEFL course scholarship, then all 134 participants filled the questionnaires. The participants were classified based on gender and age. The ranges of the age were between 16 - 45 years.

Table 1: The Data of Participants

Component	Category	Freq.	%
Age	16-20	8	6%
	21-25	83	62%
	26-30	21	16%
	31-35	15	11%
	36-40	4	3%
	41-45	3	2%
Sex	Male	62	46%
	Female	72	54%

Instruments
The first section of the survey was learner autonomy description which was adapted from (Zulaihah, Harida, 2008). The questionnaire covered three steps where autonomy characteristics appeared, they were being able to prepare, being able to implement, and being able to evaluate (Dang, 2012; Benson, 2011). The second section of the survey was a modified questionnaire developed by Kabilan, Ahmad, & Abidin (2010) about students' attitudes in an online learning environment. The questionnaire consisted of 10 items that explored the students' attitude on learning TOEFL through an online course. This questionnaire uses a 5-point Likert-type, in which responses are ranged from 'strongly agree' (scored 5) to 'strongly disagree' (scored 1). Then, the ranges were abbreviated into SA = strongly agree, A = Agree, N = Neutral, D = Disagree, and SD = strongly disagree. The items in the questionnaire cover the aspects such as 1) students' feeling on online TOEFL learning implementation, 2) the advantage of online TOEFL learning implementation, and 3) the future behavioral intention towards online TOEFL learning implementation.

Procedures
As stated in the previous chapter, the present study was the adaptation from the previous study done by Sicam & Lucas (2016). The procedures to conduct this study are five, namely: 1) Questionnaire adaptation and customization to match with the Indonesia context, 2) Online instrument development using Google form, 3) Questionnaire link sharing through email and social media, 4) Data tabulation in Microsoft Excel, and 5) Data statistical calculation using SPSS version 16.

Findings
The finding of the present study was directed to students' autonomy and attitudes in the implementation of online TOEFL learning during pandemic Covid-19. The result of the present study would contribute to suggest whether or not this mode of TOEFL learning would be appropriate for future implementation to establish students' autonomy and positive attitude for TOEFL learning. The data was processed in SPSS 16 to get the descriptive analysis. The obtained analysis included some data in the range of the percentage, mode (frequency), mean, and score. The scores were used to classify the category of response into very high, high, poor, or very poor.

Students' Autonomy Characteristics in Online TOEFL Learning
The first objective of the present study was to investigate how students showed autonomy characteristics. The following were the findings of descriptions of autonomy that were found from students' questionnaires.

Table 2: Students' autonomy characteristics in online TOEFL learning

No	Description of Autonomy	Responses										Score	Category
		SA		A		N		D		SD			
		n	%	n	%	n	%	n	%	n	%		
1	I can motivate myself to be autonomy in learning TOEFL	20	14.9	53	39.6	28	20.9	28	20.9	5	3.7	457	High
2	I can manage my emotion myself during online TOEFL learning	0	0.0	68	50.7	62	46.3	4	3.0	0	0.0	466	High
3	I can keep being discipline to join the online TOEFL learning	3	2.2	56	41.8	45	33.6	30	22.4	0	0.0	434	High
4	I know what I need to learn in online TOEFL learning	17	12.7	78	58.2	30	22.4	9	6.7	0	0.0	505	High
5	I can plan the best time and place to learn TOEFL online	45	33.6	65	48.5	18	13.4	6	4.5	0	0.0	551	Very High
6	I can adapt to the best ways to learn TOEFL online	13	9.7	80	59.7	33	24.6	8	6.0	0	0.0	500	High
7	I can select which materials in online TOEFL course I should comprehend earlier	0	0.0	38	28.4	78	58.2	18	13.4	0	0.0	422	High
8	I am able to complete the TOEFL task given autonomously	77	57.5	43	32.1	14	10.4	0	0.0	0	0.0	599	Very High
9	I can monitor the progress of my online TOEFL learning	14	10.4	92	68.7	28	20.9	0	0.0	0	0.0	522	High
10	I can evaluate the strength and weakness of my online TOEFL learning	0	0.0	29	21.6	73	54.5	32	23.9	0	0.0	399	Poor
	Total											4855	
	Mean											486	High

The table above (table 2) had shown that the flexibility to decide which materials to learn earlier and to select the best time to learn TOEFL online was one of the highest characteristics that students maintain their autonomy in learning. The other highest characteristic of student's autonomy in learning TOEFL online was they were able to finish the given task online by themselves. These meant that in planning and during implementation, students depicted autonomous learning experience. On the other hand, students showed poor category for the self-evaluation since they said that many disagree to be able to monitor their strength and weaknesses in learning TOEFL online. The only response for being strongly disagree appeared when 3.7% of students (5 students) were hesitating whether they could motivate themselves or not to learn TOEFL online.

The majority of responses to identify the autonomy of students in online TOEFL learning described a high category that ranged from score 405 to 536. They experience being autonomous learners by motivating themselves to learn, controlling their emotion to keep the mood, being disciplined on learning schedule, knowing the need of learning TOEFL, finding the best way to learn TOEFL online, choosing the priority of materials to learn, and checking the learning progress in the online system.

Consequently, the overall responses explained that the majority of students were being autonomous learners with the average score was 486 and categorized as high.

Students' attitudes on online TOEFL learning
The second objective of this study was to find out what the students' attitudes were toward the implementation of the online TOEFL learning program. Hence, the findings related to this were described in the following table.

Table 3: Students' attitudes on online TOEFL learning

No	Attribute	Responses										Score	Category
		SA		A		N		D		SD			
		n	%	n	%	n	%	n	%	n	%		
1	Learning TOEFL online is a nice idea	17	12.7	25	18.7	78	58.2	11	8.2	3	2.2	444	High
2	TOEFL online learning system is easy to be operated at any time and any place	0	0.0	89	66.4	29	21.6	16	11.9	0	0.0	475	High
3	Learning TOEFL online reduces anxiety	34	25.4	65	48.5	26	19.4	9	6.7	0	0.0	526	High
4	Learning TOEFL online is comfortable for me	0	0.0	44	32.8	56	41.8	34	25.4	0	0.0	412	High
5	TOEFL online course allowed me to academically engage with tutors at any time and any place	0	0.0	49	36.6	34	25.4	51	38.1	0	0.0	400	Poor
6	TOEFL online learning help me to catch up with the past materials	16	11.9	93	69.4	25	18.7	0	0.0	0	0.0	527	High
7	Joining TOEFL online learning effectively improves my TOEFL tips and trick understanding	31	23.1	49	36.6	12	9.0	33	24.6	9	6.7	462	High
8	I found that TOEFL online is useful for my TOEFL score improvement	22	16.4	86	64.2	26	19.4	0	0.0	0	0.0	532	High
9	Tasks in TOEFL online course improve my familiarity with TOEFL questions test	56	41.8	65	48.5	13	9.7	0	0.0	0	0.0	579	Very High
10	TOEFL online course is applicable as an aid to improve TOEFL score	11	8.2	78	58.2	27	20.1	18	13.4	0	0.0	484	High
	Total											4841	
	Mean											484	High

Table 3 describes the students' attitude on the implementation of online TOEFL learning that covers three aspects namely students' feelings, students' findings on the advantage, and students' future behavioral intention. Regarding the students feeling aspect, the students thought that TOEFL online learning was a nice idea, easy operated, might reduce their learning anxiety, and created comfort to learn TOEFL.

They were categorized as high which meant the students showed a positive attitude in terms of feelings. However, there were 3 responses (2.2%) that said that online TOEFL learning was not a nice idea.

The next aspect was about the advantage of learning TOEFL online. The result of the questionnaire depicted contradiction in certain attributes. They said that learning TOEFL online through doing some tasks improved their familiarity with TOEFL questions that scored for 579 with 41.8% strongly agree responses. In addition, students perform positive attitudes by responding that online TOEFL learning made them be able to find the past materials (81,3% responses) and no one stated disagree or strongly disagree. Similar responses were also for the students' TOEFL score that improved after the online TOEFL learning. The contradiction was stated when students wanted to contact the tutor at anytime and anywhere. It was about 38% of students met this disadvantage and a quarter percentage of students did not stand for the position. Also, there were 9 responses, or 6.7% of students stated that they disagreed if online TOEFL improved their understanding of TOEFL tips and trick.

The last aspect of the above questionnaire to investigate the students' attitude was the students' future behavioral intention. This attribute showed the view of students to provide suggestions for the future online TOEFL learning program whether it was recommended or not. The findings explained that 66.4% of students or 89 responses stated to propose a similar program may be held in the future. The 20.1% of students were confused and did not show any position while 13.4% of responses decided to disagree toward the implementation of online TOEFL learning. As a result, the overall findings in this aspect supported the implementation of the program by score 484 that was categorized as high.

According to all responses, the students performed a positive attitude with only one attribute to show poor category. The average score for the students' attitude was 484 which meant that majority of students were supportive of the implementation of the program.

Discussion
Students' Autonomy Characteristics in Online TOEFL Learning
The findings of this study figured out those students who joined online TOEFL learning were categorized high for being autonomous learners. This finding may add the knowledge of very few online learning studies that promote students' autonomy in learning (Khotimah et al., 2019). The possible reason as respect to the result of the comments to some students was because they had been in a controlled system of learning where they were unable to avoid. The West Nusa Tenggara TOEFL scholarship systems directed them to be obedient to the rule, to be diligent and meet the minimum attendance to get the free official TOEFL test, and to pass the grade of TOEFL score that may bring them to be selected as awardees to study in a university abroad. Those were the students' external motivations which led them to be active. Motivation is strongly correlated to the students' autonomy in learning (Liu, 2015). Meanwhile, the 33 students showed hardly to motivate themselves as they were not situated in a formal setting

These findings have shown different idea from Khotimah et al., (2019) and Dang (2012) who mentioned that students' monitoring outperformed the preparation and evaluation stages in case of showing autonomous learning characteristics. Whereas, the present study showed that students were poor only for the evaluation stage. In the present study, students were able to make good preparation or initial action before learning TOEFL as they were able to motivate themselves, control their emotion, know the need to learn TOEFL, decide the best time and place for learning (Sheard, Lynch, 2003), and be disciplined in keeping the schedule. In addition, during the online TOEFL learning, they were also able to monitor whether their learning ways

appropriate or not, select the best self-suit material to learn earlier, monitor their learning progress, and being independent in accomplishing the tasks.

Regarding the poor category in the finding which was related to students' poor ability to evaluate the strength and weakness of their online TOEFL learning may strengthen the idea that Indonesia students tend to emphasize on the implementation or process of learning rather than evaluation for progress (Dang, 2012). In case of this study, the intention to get a high TOEFL score did not make them learn if they have to evaluate what to evaluate and how to evaluate it. During online learning also, students did not actively search why their learning progress was in such away. Marcellino (2008) stated that Indonesia students were dependent on the teacher. Moreover, as this program was only a TOEFL course, they thought that after doing the TOEFL test they would not have another thing to do because the test was the last step.

Students' Attitudes on Online TOEFL Learning

According to the obtained data which are stated in the previous chapter, the students' attitudes were classified into some attributes, such as 1) students' feeling on online TOEFL learning implementation, 2) the advantage of online TOEFL learning implementation, and 3) the future behavioral intention towards online TOEFL learning implementation.

The first attributes were showing the students' perception before the implementation of the online TOEFL learning. They believed that this mode of learning would be a nice idea, easy to operate, create comfort, and may reduce anxiety (Arifin, 2019). These beliefs are in the same ideas with Maslin et.al., (2010) who said that technology is not something difficult to be operated today, help human to simplify job (Maslin et al., 2010), and reflect the adaptation to the current trend in ELT as well as adjustment to the situation where pandemic Covid-19 attack many countries. The situation where students did not meet face-to-face directly with the teachers reduced their anxiety when making a response for tasks or questions (Hoven & Crawford, 2001). Moreover, they were also free from being looked as weak by classmates as if they were in the real classroom situation (Ananga, Biney, 2017).

During the implementation of the online TOEFL learning, students met some advantages that triggered them to show positive attitudes through providing high category. They showed an agreement with Rattray (2013) who stated that online learning provides flexibility to choose the best time and situation for students to learn (Adrande, Bunker, 2009; Sung, Chang, Yang, 2015). This flexibility improved students' positive attitudes and influenced their performance during the program implementation. The other positive attitudes were also seen for some attributes such as students were able to open the past materials as this mode of learning implement asynchronous system (Beyth-Marom, Saporta, Caspi, 2005), students were drilled by online TOEFL tasks that help them to be more familiar with the test (Noviyenty, 2019), and they found they could improve their score based on their tasks accomplishments.

The asynchronous model made some students hardly contacted their teacher at anytime and anywhere (Beyth-Marom, Saporta, Caspi, 2005). The teachers hardly responded to all questions which needed a very long explanation that was hard to do by typing. Sometimes, the students' inquiry was ignored because it was piled up by other many questions. Moreover, they hoped that they would have direct learning assistance to answer all their questions.

The second questionnaire result suggested that the online TOEFL learning model is applicable for the future as supported by the majority of the students (66.4%) who stated their agreements or positive attitudes. This position was in line with Rachmawati & Cynthia (2010) who suggested that schools should take the benefit of the internet to facilitate their students in learning English language. Whereas 13.4% of

them believed that this mode would provide disadvantages due to some obstacles such as internet connection, the availability of computers, and the unfamiliarity of operating an online TOEFL learning system.

Comparing the result of the first and second questionnaires, both of them depicted similar high category responses. A very slight difference of means that was 2% between them explained that they have a strong relationship which may come to the idea that students' attitudes would influence students' autonomy in online TOEFL learning. Wang (2011) explained that students' attitudes on learning correlate with the characteristics of students' autonomy. Students who have sufficient information on what autonomy in learning is and have a positive attitude tend to equip the characteristics of being autonomous learners. Last, students might learn not only linguistics aspect of learning through online learning, but they also learnt non linguistics aspect such as being more familiar with gadgets, computer tools, and searching skill for online materials (Benson, 2011). Then, those were needed to be investigated deeper.

Conclusion

The present study reveals that students were able to be autonomous learners as they were able to prepare themselves emotionally, control their online TOEFL learning process, and a big percentage of students were able to evaluate their strengths and weakness during learning. In addition, the students' autonomy characteristics were in the same category as students' attitudes. Students showed positive responses and beliefs on the implementation of online TOEFL learning by considering their feeling, understanding the advantages, and intention to the future similar application.

This study offers pedagogical information to keep implementing online mode as an aid to scaffold learning in a conducive situation such as during pandemic Covid-19 where the face-to-face classroom hardly to do Cotterall (2000). The discussion on how strong the correlation of students' attitudes toward autonomy in different learning models such as flipped classroom or blended learning will contribute a broader understanding of the same topic.

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