ABSTRACT

Marthalena Pasaribu (01101170035)

FOSTERING STUDENTS' INDEPENDENCE IN ONLINE LEARNING ENVIRONMENT

(x + 25 pages: 3 tables; 14 appendices)

Not all the students are familiar with the autonomous nature of online learning which demands them to have more control over their learning process. It is therefore important to maximize the role of the teacher in an online classroom by providing students with an appropriate amount of scaffolding. Employing a qualitative descriptive method, this paper aims to see how scaffolding strategy helps students to foster their independence in learning and to see to what extent scaffolding strategies may help students throughout their online learning experiences. The results of the study indicate that students' independence will be fostered if facilitated scaffolding able to equip students metacognitively, behaviorally, and motivationally to regulate their study. In occupying such scaffolding, the teacher should closely examine students' characteristics and needs as well as truly discern when it is time to stop. Thus, scaffolding strategy may help students when the learning context provides both high-challenge thinking accompanied by equal support. The teacher as facilitator is not only guiding the students to cultivate their independence, but also helping them in making responsible decisions over their learning within the flexible framework offered in an online classroom. Built upon the analysis above, the researcher suggests several recommendations both for English teachers and further research.

Keywords: online learning environment, scaffolding strategy, students' independence

References: 58 (1896-2018).