English Language Personal Learning Environment among English Department Students of UNESA

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Abstrak

Dalam mempelajari Bahasa Inggris sebagai bahasa asing, sangatlah penting setelah pelajar meninggalkan kelas mereka, mereka masih memiliki kemampuan dan kesempatan untuk mempelajari dan menggunakan bahasa yang sedang mereka pelajari. Inilah dimana *Personal Learning Environment* dibutuhkan untuk membantu mereka untuk mencapai tujuan mereka mempelajari suatu bahasa. Terlebih lagi, di jenjang pendidikan tinggi, terutama mahasiswa bahasa Inggris, PLE sangatlah dibutuhkan karena memberikan kesempatan yang besar untuk mereka menambah kemampuan mereka di waktu luang mereka. Penelitian ini dilakukan untuk menemukan penggunaan PLE diantara mahasiswa jurusan bahasa inggris di UNESA, Indonesa. Ada tiga aspek yang menjadi fokus pada penelitian ini; (1) keberadaan PLE diantara mahasiswa bahasa inggris, (2) jenis-jenis PLE yang mereka gunakan, dan (3) keuntungan menggunakan PLE sepanjang mereka menempuh pendidikan di jurusan bahasa Inggris. Secara garis besar, meskipun semua dari mereka menggunakan PLE mereka sendiri-sendiri, tidak semuanya dapat membantu mereka untuk mencapai tujuan mereka dalam penggunaannya; beberapa dari mereka beranggapan bahwa PLE mereka tidak terlalu membantu, dan beberapa lainnya menganggap bahwa PLE yang mereka gunakan tidak efisien.

Kata Kunci: strategi belajar, lingkungan belajar personal

Abstract

In learning English as foreign language, it is important that after learners leaving their classrooms, they still have opportunities and abilities in learning further and using the language that they are learning. This is where Personal Learning Environment should take place in aiding said learners in achieving their language goals. Moreover, in university, especially for English department students, Personal Learning Environments (PLEs) are necessary since it provides huge opportunity for them in enhancing their skills in their leisure time. This research was conducted to find out the use of PLEs among English education students in UNESA, Indonesia. There are three aspects that this research focuses on; (1) the presence of PLEs among English department students, (2) kinds of PLEs that they employ, and (3) the benefits of using PLEs throughout their learning in English Department. In summary, despite the fact that all of them had employed their own PLEs, not all of them were able to aid the learners in achieving their goals; some of them did not think that it aided them enough, and some of them thought that it was simply inefficient for them to use.

Keywords: learning strategy, personal learning environment

INTRODUCTION

Foreign language students studying in their home countries are often faced with the simple truth that once they leave the classroom there is no guarantee that they will be given opportunities to use the target language (TL) (Richard A. Lee, Kevin C. Browne and Yoko Kusumoto, 2011). For second language (L2) learners studying in a traditional school and university context (e.g., a student population comprised of Indonesian speaking, domestic students), a majority of their speaking practice had to happen in the classroom or it would not happen at all. Therefore, the possibility of Personal Learning Environment perceives that learning is continuing and tries to provide tools or sources to help learning. It additionally perceives the part of the person in sorting out their own learning. Also, the weights for a PLE depend on the possibility that learning will occur in various settings and circumstances and will not be given by a single learning supplier. Connected to this is an expanding acknowledgment of the significance of informal learning. (Atwell, 2007) However there has been little consideration paid to informal learning or to how it happens.

PLE can be referred as a combination of resources and tools by the learners to support their learning process,

starting from goal setting, material selection, to assessment (Reinders, 2014). In other words, PLEs goal is to develop autonomy among learners, which is the ability to manage their own learning in every aspect (Zhang & Seepho, 2013). Buchem, Tur, & Holterhof (2014) also added that PLE is how learners use technology in supporting their learning activity. They also prove that it is more beneficial for students if they are given freedom, flexibility, and transparency in choosing their own objective, plan, and data. It standards every one of the encounters that framed his/her learning in view of formal instruction and furthermore the new ones in light of new data advances. At last, as Attwell (2007: 7) decides "PLEs give students their own spaces under their own control to create and share their thoughts"

PLE takes place beyond formal structure, whether it is intentional or not (Hager & Halliday, 2006). It may be a supplementary learning for the formal learning and is defined as "non-credentialed and structured (Selwyn *et al.,* 2006). Study conducted by Attwell (2007) found that younger learners are not necessarily use technology better, the older learners made better use of the technologies. He thought that it may be caused by their level of responsibility, flexibility, and access in learners' study. He saw the potential of PLE in sharing knowledge not only for study, but also in organization, training, and professional development. He came up with the idea that PLE can be introduced in school for lifelong learning. Recent studies show that current learners lack the skill in establishing and maintaining a PLE. The discussion of digital literacy skill will be put later.

This research aims to inform readers of this thesis to be aware of the existence of PLE and find out alternative ways of learning English out of formal environment such as classroom and LSM. The outcome will be student's understanding of what is actually PLE and how to employ it. Therefore, they will get a glimpse of idea to develop self-regulated learning and long-life learning. For teachers, it will open their eyes to a higher and creative way to support students' learning. So, they can introduce PLE to students and help them to build or maintain their PLEs.:

1. Do EFL learners own any PLE to enhance their English skill?
2. What are the kinds of PLE used by EFL Learners in English Department Students of UNESA?
3. How can PLE be beneficial to EFL learners?

METHOD

1. Participants

The subjects of this research are students learning English from English Department of UNESA. This research was conducted in English Department of UNESA. In order to answer the first and second research question, the questions that require generalization in order to answer, 34 participants who are students from both English Literature and English Education major who pursue to master English were chosen randomly using random sampling, in which 4 of them, that were also randomly chosen, was interviewed to get more in-depth data..

2. Instruments

Instrument is the general term that use for a measurement device (survey, test, questionnaire, etc.). Instrument is the device that help researcher to reach the goals of the research
Open ended questionnaires consist of questions regarding the knowledge and the kinds of Personal Learning Environment used by the participants was the tool used in answering the first and second research question (*see:* Appendix). The questionnaire items were made based on the first and second research question, in which peer reviewed for validity and tested beforehand for the reliability

As for the interview items (*see:* Appendix), which answers the third research question, was adapted from previous researches regarding Personal Learning Environment. Moreover, the items made were peer-reviewed and pilot tested to ensure that the items were valid, which resulted in few modification of interview items during the validity and reliability checking. Furthermore, few impromptu questions and follow-up were made in order to get the participants to give deeper answer regarding their own Personal Learning Environment

3. Data Collection

The data collection technique used in this research is Interview and questionnaires. Therefore, the researcher aims that interview can elaborate more and deeper into the use of PLEs obtained by analyzing the open-ended questionnaires is enough data for answering the research questions.

34 online questionnaires' links were distributed through chat app to students, then the answers taken from google form.

Using this technique, four English Department students of UNESA were chosen for the interview. Semi-structured interview was done for this research. According to Edward & Holland (2013), semi structured interview allow the interviewer respond and bring new ideas based on what the interviewee stated during the interview. However, the researcher had prepared interview guide beforehand keep the interview on track.

The procedure of the research done was as follows:
- To ensure that the research followed the ethic codes of research, researcher asked for the chosen subjects' consent in which they agreed upon being the subjects.
- Since the interview was done via phone call, each of the students was given schedule of when the researcher would call them instead of doing it spontaneously to ensure that the subjects were ready to be interviewed and to reduce their anxiety.
- The phone call interviews were recorded as the main source of the data.
- The phone call interviews then transcribed

RESULTS

A. Questionnaire results

Table 3.1. Questionnaire

No	Aspects	Answer	
		Yes	No
1	Familiarity	6	24
2	Presence	26	4
3	Usage	23	7

Despite the unfamiliarity with the term PLE, most of the students admitted that they had their own PLEs in learning English. Some of the students stated that they do have their own way of doing things in order to aid them in their learning. Some students showed uncertainty in the use of PLEs, meaning that they were still unsure of the PLEs that they have, whereas some students stated that they already have one or more PLEs in mind.

Speaking and reading skills were the most used aspects that were aided by each individual PLEs. As listed in the questionnaires, most of them stated that their PLEs were used to aid them in gaining more vocabularies, both written and spoken. This shows that the students have set their goals before using their own PLEs, intentionally or unintentionally. Surprisingly, 70% of the respondents used their PLEs only for vocabulary enhancing purposes

However, not all of the students were able to reach their goals using PLEs. Some of them did not employ their PLEs to the fullest which leads to them being unsatisfied or worse, failing in their English skills assessments. Although all of them were able to point out the benefits in using their PLEs, the benefits did not guarantee success in their studies of English as foreign language

B. Interview Results

a. Familiarity

The subjects showed that most of them were not familiar with the term "Personal Learning Environment". Most of them only know that PLE exist but incapable of giving the definition of what PLE actually is. And those who stated that they were familiar with the term, able to give their own understanding of PLE, in which they have their own learning environment that enables them in achieving their own goals in learning. Interestingly, fourth subject was able to give a correct explanation of PLE her own way although she didn't have clear ideas regarding what PLE is, as shown as in the quotations below.

"R: are you familiar with the term "Personal Learning Environment"?
I: no" – Fourth subject turn 6
"R: kamu familiar ga dengan term "Personal Learning Environment"?
I: familiar sih, familiar.
R: lalu kalo kamu mendengar term tersebut, apa yang terbesit di pikiranmu?
I: semacam... apa ya... cara belajar kita, seperti gimana enaknya kita belajar" – Second subject turn 2
"R: what do you have in mind when you hear "Personal Learning Environment"?
I: maybe it's a condition or situation that makes me learning and it supports me to learn maximally" – Fourth subject turn 8

Some subjects showed that their limitation of the knowledge in PLE has no relation whatsoever to the fact that they have developed their own PLE naturally. Despite their limited exposure to PLE (as pointed out by Fourth subject, turn 36) each and every single one of them have their own PLE regardless of the effectivity of the PLE used and the outcome of the PLEs.

b. Ownership

As the quotations shows above, first subject stated that he did not have his own PLE. But a few remarks later, he pointed out that he actually has one. This shows that the limited exposure in PLE has no effect on the PLE itself since it is acquired naturally, differs only by what the kinds are, and when they were acquired. Moreover, first subject's remark debunked researcher's initial thoughts that students nowadays, especially university students, use more online materials and are more comfortable using them instead of the offline ones.

Third subject also pointed out that she acquired her own PLE naturally without even understand the term "PLE". This shows that the subjects, university students, have developed their own PLEs throughout their journey in education. Yet, whether the PLEs used were in line with their way of learning and actually aiding them in achieving their goals in learning is a different matter to be discussed and will be shown on the next sub-chapter. There is not much to say about the existence of PLE among university students other that it exists among them and have been developed naturally.

c. Kinds of PLE

Surprisingly, there was still offline PLE that was used by one of the subjects. This contradicts the popular belief that in 20th century, online learning is easier to grasp and more comfortable to be used.

"I: umm... ada sih sebenernya. Ada suatu aktivitas yang diberikan dari kampus ke kita kan. Salah satunya itu kayak ESC.
R: oh jadi kamu merasa kalo ESC itu personal learning environtment mu?
I: iya, kalau dari sisiku, di satu sisi itu aktivitas dimana kita bisa melatih soft skill kita untuk fluency, tapi kita juga ee... meluangkan waktu untuk ee.. ketika kita kumpul bersama kerabat2 gitu. Di satu sisi kan kita tidak membahas itu saja, kita tetap share tentang knowledge dan hal2 lain yang kita diskusiin pake inggris. Jadinya enjoyable gitu" – First subject turn 14

First subject was the only subject that own offline PLE, which is ESC. ESC, English Speaking Community, is a program of English Department of UNESA Indonesia that assigns students into groups and to have mandatory meetings in discussing various things using English. First subject stated that his PLE is the ESC itself. He felt that he is comfortable in learning English while doing ESC activities. Although he stated that internet has made everything easy in education, offline learning was still his choice in acquiring knowledge in which he stated in his interview about the importance of both online and offline learning.

"I: di jaman modern ini internet ya... untuk pribadiku bener sarana yang sangat membantu ya. Apalagi yang bagi2 apa pelajar seperti kita ya. Namun di satu sisi internet tidak sepenuhnya memberikan kita wawasan terkait setiap masalah yang kita hadapin. Jadi internet itu sarana tapi tetap ada batasannya. Kalau aku... iniku... menurutku kita harus mempunyai seorang figure yang tetap bisa mengarahkan kita secara direct ketika ada masalah yang kita hadapi. Tidak selalu... guru, bisa jadi teman kerabat ataupun keluarga yang mana mempunyai pengalaman serta pengetahuan yang lebih" – First subject turn 2

First subject was the only subject that showed interest in learning real-time without using the internet, contrasting the rest of the subjects.

"I: yes... (10s) sometimes I use Instagram. Because I follow some accounts to follow some English account that has video, or watch Netflix..." – Fourth subject turn 14

"I: ada, ple ku bisa spoken bisa turn out nicely dari belajar di youtube. Dari situ aku belajar spoken di b.ing nya itu dari situ. Jadi kayak pake b.ing itu apa aja sama dari grammarnya itu. Aku pengen bisa belajar b.ing alamiah gitu, tanpa mengartikan" – Third subject turn 14
"I: enggak sih, biasanya aku pakai buat speaking dan biasanya pake youtube sih. Kalo yang kayak writing dan lain2 sih enggak. Yang biasanya aku pake dan butuh banget media biasanya speaking" – Second subject turn 12

As shown above, the other subjects chose online source for their PLE. They employ the kinds of PLE that they thought suits them the best in aiding them learning English. surprisingly, all of them chose the same audio visual source in enhancing their English skills and achieving their goals in learning English, which is through watching videos.

Although three of them use the same media in aiding them, the way they use them differs in terms of the functionality. Third subject chose video since she thinks that it aided her in understanding grammatical aspects of English.

a) **using target language subtitle in another foreign language videos**

She preferred watching Korean videos with English subtitles to aid her in her daily learning. This is interesting since most EFL learners tend to watch videos with English as the language used instead of mother tongue or other foreign languages. She stated that she did so since she is interested in Korean reality shows more than American or English TV shows. Moreover, she spends quite large amount of time in her own PLE, which is around 12 hours a day.

"I: bisa 12 jam sehari, soalnya aku tidur Cuma gasampe 6 jam. Selebihnya internetan. Dan mostly kan aku nonton reality shownya korea atau drama, aku selalu pake subtitle bahasa inggris. Dari sananya kan udah ada b.ingnya, jadi aku learningnya dari situ. Jadi dapet 2 bahasa" – Third subject turn 8

b) **Using English-narrated videos**

Similarly, second subject also chose her PLE based on her interest. YouTube videos nowadays offer wide variety of contents that people can enjoy or learn from. She started to find her PLE when she was getting into what she was interested in, makeups. The content of videos that she watched made her feel attached to the videos, in this case, videos of makeups tutorials that use English as the delivery language. It eased her in learning English while listening to the creator talking to the

camera in the video. Although she shared the same reason to choose watching videos as their PLE, since the way they do their PLE is different, the outcomes are also different. The difference of the outcome will be shown more in the next sub-chapter about the goals of the PLE used by the subjects.

"I: soalnya seneng aja liat. Aku biasanya nonton beauty vlogger yang dari luar. Jadi aku suka contentnya, cara mereka ngomong asik. Jadi dapet dua, skalian aku blajar ngomong inggris aku juga suka content yang mereka kasih, pengetahuan kayan skincare, make up, kayak gitu2 sih" – Second subject turn 14

c) Using short videos equipped with subtitling application

On the other hand, fourth subject did not choose her PLE based on her interest, but because of her habit in using social media that drove her curiosity in watching videos provided by Instagram and Netflix. While the other two chose YouTube as the platform, she chose Instagram and Netflix in aiding her learning English since she used mainstream social media more than YouTube in general. Moreover, she used a kind of program that gives various translations to videos. She used this as her guideline in learning English grammar, similar with Third subject's way of using her PLE.

"I: habit maybe, and while you get used to... get in touch with social media that driven by curiosity" – Fourth subject turn 14

Based on the results shown above, all four subjects employed different ways of using their PLEs in aiding their EFL learning in spite of the similarity of the kind of PLE employed

d. Successfulness of The Employed PLE

This finding gives the researcher clearer view of the fact that different ways of using similar PLEs leads to different outcome, both in the learners' perspectives and the state of achievement gotten by using PLEs.

A. First subject

English Speaking Community, first subject's main PLE, has given him many benefits in learning English. As he stated in his interview, his goal in using PLE is to find a nice environment in learning spoken English. he felt that ESC provided him with a supportive environment in which he could share his thoughts while enhancing her ability in speaking English. Although he said that ESC gave English Department students that it is just a waste of time, he still enjoys and benefits from ESC nevertheless.

"I: kalo merasa cocok sebenernya ada poin bagus dan buruknya, poin buruknya tergantung dari grup yang kita dapatin sih. Ee.. tau lah bagaimana tidak semua mahasiswa enak.. setuju dengan system ESC kita ini kan. Mereka piker ini cuman buang2 waktu aja. Saya piker tidak ada salahnya. Kapan lagi dan dengan siapa lagi kita akan sharing sharing dengan bahasa inggris lagi kan?"

Not only that he felt his PLE matches his way of learning and made him feel like he actually learning English, it helped him achieving his goal in using PLE. He felt that it helped him a lot in terms of peer correction, in which the group members help correcting each other grammatical, vocabulary, and pronunciation mistakes while doing the ESC activities. He added that he also gained more than he planned to. Aside from the language benefits from his PLE, he also gained more knowledge throughout his journey in the university because of how diverse the theme and discussion for the activities are.

"I: ya kalo menurutku yang paling dominan adalah melatih oral speaking kita terutama di pronunciation. Di ESC kita juga saling mengoreksi satu sama lain. Jadi itu sudah pengalaman beberapa kali dikoreksi terkait vocabulary yang aku salah pronunciation. Jadi itu kan istilahnya sangat helpful. Dan mungkin ada kata2 baru yang dibawakan pada saat sebuah topic yang aku belum aware dan disitu aku bisa lebih mendalami kata2 yang aku belum aware itu"

B. Second and third subject

As shown in the previous sub-chapter, second subject and Third subject have similar kind of PLE that they used in learning English, only differs in the way the PLE is used. Second subject, which uses English-narrated videos in aiding her learning English, provides her with more spoken skills. She felt that using English-narrated videos aid her a lot in her education as an English Department student. She stated that she felt comfortable in speaking English after she imitated the narrator in the videos that she watched, regardless of the difference of the subjects between the videos and her task in her study. She said that it automatically aided her to speak more fluently and more comfortably since she tried to speak as if she was the narrator in the videos that she watched.

"I: kayaknya sih karena aku suka cara dia ngomong, aksen dia itu enak terus dia ngomongnya itu jelas, jadi kayak niruin gitu lho jadi berasa abis nonton beberapa video itu aku niruin cara dia ngomong. Walaupun content videonya itu gak ada hubungannya sama materi speakingku yang mau tak buat speech itu, tapi tetep menurutku sih lumayan ngebantu soalnya

aku suka sama cara dia ngomong jadi aku otomatis niruin the way she speaks gitulah"- Second subject turn 24

Goals that she set in using PLE are also met after she utilized it. She usually started to use the PLE when she had a speaking project coming the following week. The goals that she set were always the same; to be able to speak more fluently. The exposure of the videos said is more than enough for her to do better in her speaking task in her study, which means that she met the goals she set. She added that other means of learning did not help them as much as videos watching did.

"I: baca juga, cuman ya gak seberapa ngaruh soalnya aku lebih otomatis setelah nonton beberapa videonya kayak otomatis... aksennya pun aku seneng jadi otomatis niruin gitulo" – Second subject turn 30
"I: tercapai sih... iya tercapai. Soalnya aku jadi lebih lancer setelah nonton video, setelah dapet exposure dari video2 itu jadi lebih lancar ngomongku dari sebelum aku nonton. Jadi goalsku buat ngomong lebih lancar itu tercapai sih" – Second subject turn 38

As for Third subject that use similar kind of PLE but use Korean videos with English subtitles in addition of English-narrated videos, she gained different benefits as well. Since the English aspect of her PLE is only the subtitle text, she felt that she got a lot of grammatical exposure from her PLE. By reading the subtitle, she found out many things that she had never known before, especially in vocabulary and grammar. She discovered many unusual words while reading the subtitle in the videos. Due to the variety of words used in the subtitle that were caused by how complex Korean Hangul are, many unknown words showed up that made her vocabulary field grew larger. This enabled her to do better in her writing classes, she felt that she was able to utilize English better in terms of diction and grammatical accuracy while writing various papers in her study.

She also compared what she gained through her PLE with what she got from her lecturer which results in the ability to understand more about both formal and informal written language. Still, since she only got written exposure from her PLE, she still lacked in getting used to listening to English narration.

"I: achieve, kan kuliah ini lebih intense dengan b.ing. jadi setelah aku pelajarin selama kuliah itu kadang speaking dari dosen itu aku bandingkan dengan di youtube perbandingan campuran kata2nya itu enak yang mana. Kan kalo dosen itu kan formal kalo youtube kan informal. Jadi aku lebih mikirnya aku bisa pake keduanya buat kalo ngomong sama orang. Kalo listening aku masih lemah sih tapi" – Third subject turn 32

C. Fourth subject

Unfortunately, things were not going so well with Fourth subject. Even though she felt a little bit satisfied by her choice of learning style, the goal that she had set had mostly not been met. She used wide variety of PLE ranged from social media to applications caused by her personality of being inconsistent. This led to her being unable to fulfil what she needed in her study as an English Education student in terms of both spoken and written English. She stated that she only achieved her goals by 15% out of 100%, which is quite low, knowing that she used more than one kind of PLE in aiding her.

"R: so do you think that your goal has been achieved?
I: not really, but only 15%. Because it takes time to achieve a big goal like mine. But I feel kind of satisfied, and I don't want to have any tools anymore and it is my way to learn" – Fourth subject turn 34

The felt that 4 years spent in the English department wasted in vain since she still could not find the best PLE for herself. She added that the campus should be the one introducing kinds of PLE in order to aid students who were not comfortable in studying in English department finding their way of learning English.

"I: its more about what have I learnt these past 4 years. And makes me want to improve it to make my time well spent" – Fourth subject turn 24

DISCUSSION
A. Traces of PLE among EFL learners of English Department UNESA

The result shows that the combination of tools in aiding learners in learning contributes solely to PLE which is in line with Buchem & Koskinen's (2013) statement. For instance, first subject used ESC activities and online dictionary in helping him learning English, Fourth subject with her application and social media videos, etc. all of the subjects chose their PLE themselves based on their interests and habit in learning EFL, which matches Reinders (2014) statement that PLE is selected personally by each learners. This finding is self-explanatory, in which each individuals should have their own way of doing things, whether intentionally, or unintentionally.

Based on the data gathered from the questionnaires and explained further by the interview, all of the subjects showed that they have at least one kind of PLE in aiding them throughout their learning in English Department of UNESA Indonesia. Three of the subjects' PLE are in forms

of online tools and materials and one of them is in forms of social activity conducted in the learning environment of English Department of Unesa.

B. Kinds of PLE used by EFL learners of English Department UNESA

The findings for this research question further supports Reinders (2014) statement that PLEs offer environments in which learners develop, find, create and use it for themselves. Moreover, the fact that one of the subject did not use technology as his main tools in learning promotes Attwell's (2007) finding that younger learners do not always use technology in aiding their study.

As mentioned above, three students used online tools in forms of videos as their PLE in aiding their learning in the university while one of them used a campus program with the same base purpose, aiding them in understanding English more. Although three students have similar kind of PLE, how they utilize their PLE is different.

Second subject used English-narrated videos to get exposure of spoken English in order to improve her speaking skills, especially before a speaking project. She started using this kind of PLE when she realized that she was interested in makeup tutorial videos that a foreigner hosted. Third subject, despite also using videos as her PLE, she watched Korean videos with English subtitles more in helping her cope with the English written aspects. She really liked Korean variety shows, and she found that instead of using Bahasa Indonesia as the subtitle, she used English to gain bilingual advantage from watching said videos. As for Fourth subject, she combined videos from social media and a translating application to increase her vocabulary and diction. She unintentionally employed this kind of PLE out of her habit in using social media.

C. Benefits of the PLE used by the subjects

The findings are in line with Reinders's (2014) statement in which PLE enables learners in fulfilling their wants and needs. Which is also supported by Richard et al (2011) findings; PLE focused more on cultivating learning ability in improving the learners themselves rather than increasing test scores in any education

Interestingly, only three out of four subjects were able to utilize their PLE to achieve the goals that they have set. One of the subjects, fourth subject, was not able to fulfill her goal in being able to use English better using her PLE. As for the rest of the subjects, they have achieved their goals accordingly. Although three of the subjects used similar means of

PLE, the outcomes that they have gotten were different. Second subject, gained fluency in speaking due to her exposure of spoken English in the videos; Third subject, enhanced her ability in writing in terms of grammatical accuracy from reading the subtitle of the videos she watched; Fourth subject broadened her vocabulary from the application and various short Instagram videos with different content and themes.

CONCLUSION & SUGGESTIONS

The result obtained in this research shows that all students employ PLEs, whether they realize it or not. Although the term "Personal Learning Environment" itself is not commonly known among university students including English Department students of UNESA, they have used their own PLEs that they obtain during their study career; acquiring it naturally or starting to use it unconsciously.

Although it seems that online PLEs are more favorable than the offline counterparts, it is still used. The kind of online PLE used commonly is video-watching. Though, the way of watching and the tools in watching the videos differ depends on the individual. However, all video-watching PLEs have something in common, which is the existence of the target language in at least one of the aspects of the videos.

After obtaining the results, the researcher wish that the results will be able to enlighten both students and teachers in the use of PLEs to aid the learning process. Students are expected to be able to understand not only the definition of PLE, but also their own PLEs after getting information from this research, which will be a great help in aiding them in their learning process. As for the teachers, it is expected that teachers will be able to guide their students more in terms of providing them with information regarding different kinds of PLEs in hope that the students with no PLE or students with PLEs that don't match their learning preferences may employ a better tool in aiding them throughout their study

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