



PROCEEDINGS

Promoting Autonomy in Language Learning

THE 9th NELTAL CONFERENCE
September 16th, 2017

Organized by the Department of English, Faculty of Letters
Universitas Negeri Malang

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**THE 9th NATIONAL ENGLISH LANGUAGE TEACHERS
AND LECTURERS (NELTAL) CONFERENCE
on “PROMOTING AUTONOMY IN LANGUAGE
LEARNING”**

**Malang, September 16, 2017
Department of English, Faculty of Letters
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THE 9th NELTAL CONFERENCE NATIONAL ENGLISH LANGUAGE TEACHERS AND LECTURERS

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FOREWORD

Dear Presenters and Participants,

It is my pleasure to welcome you to the 9th National English Language Teachers and Lecturers (NELTAL) Conference hosted by the Department of English, Faculty of Letters, Universitas Negeri Malang. This year's conference takes on the theme "Promoting Autonomy in Language Learning" due to the urgent need for language learners to develop learning autonomy and for teachers to be able to facilitate this.

The 9th NELTAL attempts to provide an academic forum where both presenters and participants can upgrade and refine their knowledge and skills as well as disseminate their insights and thoughts and share their best practices relevant to conference theme. It addresses key issues such as extensive listening and learning autonomy, extensive reading and learning autonomy, extensive viewing and learning autonomy, developing oral communication skills through out of class activities, creative writing and learning autonomy, explicit and implicit teaching of language components, linguistics creativity and learning autonomy, learning autonomy and literary appreciation, curriculum syllabus and learning autonomy, developing materials for autonomous learning, teaching strategies to improve learners' autonomy, teachers' talk to promote students' learning autonomy, extracurricular activities to promote autonomous learning, Self-Access Center/Language laboratory and learning autonomy, assessing students' learning autonomy, perceptions of learning autonomy, effects of learning autonomy on language proficiency, students' learning preferences, the use of social media to promote learning autonomy, and developing multimodal literacy.

This year's volume of proceedings consists of 32 papers written by English teachers from secondary schools and higher educational institutions. All the papers reflect the issues pertaining to the conference theme "Promoting Autonomy in Language Learning". A team of editors have worked on editing the papers in terms of the language and mechanics.

We hope that this volume of proceedings will contribute to the body of knowledge on the development of language learning autonomy and can breed productive teachers and lecturers who will continuously write and present their academic work in various kinds of conferences and publications.

Malang, September 16, 2017

Nunung Suryati, M.Ed., Ph.D.
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HOW AUTONOMOUS ARE YOU? A REFLECTIVE DIARY OF EFL LEARNERS' SELF-DIRECTED LISTENING ACTIVITIES

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Abstract: Having extensive exposure to authentic listening materials is a privilege for EFL students. However, for ESP (English for Specific Purposes) learners, considering their heterogeneous English skill levels, exposure to authentic listening materials might yield various results and students may react differently. This study was intended to reveal the ESP learners' feelings and opinions when dealing with their self-directed online radio listening activities. Participants were exposed to three main stages of listening activities: pre-listening, whilst listening and post-listening. The data was also gathered from the interview. The findings revealed three logical categories: adapting process, accepting and embracing process, and enjoying the moment process. The ESP learners' feelings on their self-directed listening activities enable teachers to improve the EFL or ESP autonomy.

Keywords: *autonomous learning, self-directed, authentic listening materials*

INTRODUCTION

This study is largely inspired by a belief that exposure to authentic materials will benefit EFL students. Authentic materials are highly recommended to be used for teaching English because they are usually contextual, natural and interesting. Related to learner autonomy as stated by Ubaidilah (2015) and Benson (2003) that giving higher opportunity to ESL/ EFL learners in improving their English skills means promoting the learners to be aware of their learning autonomy. It means that the learners have more opportunities in improving their English skills. In spite of those benefits of authentic material and its valuable roles in promoting learner autonomy, for ESP learners especially, due to their heterogeneous English skill levels, they face an uneasy situation when they have to deal with authentic material,

Students' responses to learning authentic materials need to be explored. Those responses need to be investigated to inform teachers in preparing the lessons and conducting the teaching and learning activities and to improve learners' autonomy. A study on promoting learners autonomy using reading activities as reported by Rohqim (2016) showed that by adapting the autonomy learning in reading activities, can improve learners reading comprehension but not their motivation in learning. The study focuses on what the learners feel while doing the autonomous learning activities. By knowing the learners' feeling information on aspects which motivates them can be explored.

There are many studies on English skill activity to promote learning autonomy. Erturk (2016), for example, explained that learner autonomy is also related to the cultural aspect. It means that promoting learner autonomy takes time and should be supported by other aspects. In 2015, Spirovka did a research entitled material Development and Language Learner Autonomy. She focused on information on instructional material used by the learners in reading activities. The research result showed that a self-directed reading activity did improve the learners' reading comprehension but their motivation remained low. The other research on learner autonomy topic was a study on students' views on learner autonomy which was done by Rushidi and Rexhepi in 2015 that mentioned a diary technique is one of the factors which can be used to promote an independent or self-study. The respondents gave information that 64% of the respondents were responsible of finding their own way to learn such as listen to audio-visual material (listen to online radio) frequently.

One of the characteristics of autonomous learner is that the learners are able to learn independently in situations of their own choice outside the class. It brings the theory of learner autonomy into practice as stated by Little in Kareva (2015). Regarding some research result above, a study focusing on the learners feeling in listening to online radio was taken to find out more on what might motivate them in learning.

METHOD

This study was a qualitative study which used diary-form and interview guide as research instruments. Three respondents were taken and the data was taken in thirty online radio listening sessions. The respondents listened to online radio for 20 minutes in each session. There were 30 sessions for each respondent, which in total, they listened to the radio for 10 hours. While doing the listening activities, they were asked to write down a diary (form) to express their feeling during the activities.

The form comprised their feeling before, while and after listening to online radio. Since their feeling is the way to understand the process of listening, interview session with respondents were needed. The interview was intended to gather deeper and in more detailed information and to double check some information written on the diary (form).

Respondents' Profiles

All respondents (R1, R2 and R3) are College of Health Science students, who are in their second year and third year. R1 and R2 are in 4th semester, and R3 is in 6th semester. R1 is graded as B1 in TOEIC simulation, while R2 is A2, and R3 is A1. The grading is used to differ learner's feelings between different levels of English skills. All respondents stated that listening session is their weakest part in English Learning.

The respondents use Javanese as their daily language and Bahasa Indonesia as their academic language. Since they have to use English in their future profession, all respondents have the same opinion that English is important for their study and future life and realize that their English skill needs to be improved. R1 uses reading English material as a method of increasing English skill. R2 and R3 tend to listen to English music and radio also watch movies as their strategies of improving English skill.

FINDINGS AND DISCUSSION

The data gathered from the reflective diary written by each respondent was then tabulated on the table with adjective representing the respondent's feeling in each stage (before, whilst and after listening) and cycle (cycle 1, 2 and 3). The findings were presented on Table 1.

Table 1. Respondents' Feelings related to the listening activities in Cycle 1 (first-ten sessions)

Respondent	Cycle 1		
	Before	During	After
R1	Relaxed	Serious	Confused
	Enthusiastic	Happy	Relaxed
	Stressed	Concentration	Curious
	Not enthusiastic		
	Indifferent		
R2	Curious	Focused	Curious
	Worried	Calm	Habituated
	Not interested	Enthusiastic	Addicted
	Responsible	Confused	Enthusiastic
		Bored	
R3		Sluggish	
	Curious	Hard to Concentrate	Confused
	Enthusiastic	Confused	Doubtful
	Indifferent		Sluggish
	Sluggish		

Looking at what Respondents felt during cycle 1, we can say that all respondents were taking their time adapting to online radio activities. It seemed that R1 and R2 had managed their adapting phase well, while R3 was struggling taking her time adapting the routine activities of listening to online radio.

What we can infer from R1 in cycle 1 before listening was that he felt anxious due to the listening activities, yet he could manage his concentration. Although he said he was confused but in 'after' listening he could develop her curiosity. In line to what R1 felt, R2 was feeling worried before listening although she could manage her curiosity as well. While listening, R2 tried hard to focus and maintain her being enthusiastic although she also felt bored sometimes. R2 had all positive feeling after listening as it makes her felt curious with the next topic on online radio, enthusiastic and positively addicted to listening to the radio. Something different happened to R3. She was curious and enthusiastic before listening but she felt confused and hard to concentrate in while listening activities and kept feeling confused and in doubt after listening.

Table 2. Respondents' Feelings related to the listening activities in Cycle 2 (second-ten sessions)

Cycle 2			
	Before	During	After
R1	Curious	Confused	Disappointed
	Responsible	Focused	Satisfied
	Bored	Happy	Relaxed
	Burdened	Stressed	Stressed
	Relaxed	Bored	Curious
	Sluggish	Relaxed	Impressed
		Sluggish	Relieved
	Confused	Curious	Enthusiastic
R2	Worried	Comfortable	Happy
	Curious	Happy	Capable
	Enthusiastic		
	Enthusiastic	Curious	Confused
R3	Curious	Enthusiastic	Curious
	Interested	Confused	Enthusiastic
		Concentration	Sluggish

The Respondents' feeling had changed simultaneously during cycle 2. In this second-ten sessions, all respondents started to accept the activities. Each respondent had each own feeling and the feeling changed. R2 was curious, enthusiastic and a bit worried but she could make herself comfortable and happy while listening and being enthusiastic, happy and feeling capable after listening session. Unlike R2, R1 was having roller coaster feeling from being curious, responsible and a bit relaxed but felt bored and burdened at the same time. He felt relieved after listening emphasizing that he had his highest level of boredom in cycle 2. For R3, her positive feeling had dominated her feeling in cycle 2. She could manage her curiosity and being enthusiastic through the cycle. It could be clearly stated that all the respondents had been accepting the routines in listening to online radio.

Table 3. Respondents' Feelings related to the listening activities in Cycle 3 (third-ten sessions)

Cycle 3			
---------	--	--	--

	Before	During	After
R1	Enthusiastic	Concentration	Enthusiastic
	Burdened	Stressed	Curious
	Bored	Happy	Satisfied
	Responsible		Bored
	Sluggish		
R2	Curious	Bored	Enthusiastic
	Confused	Happy	Habituated
	Bored		Addicted
R3	Interested	Confused	Confused
	Indifferent	Enthusiastic	Enthusiastic
	Curious	Bored	Doubtful

The changes in Respondents feelings had shown that despite feeling bored, stressed or confused, all respondents clarified in interview session that their positive feeling as being enthusiastic, curious, interested, happy and positively addicted dominated their feeling in this last cycle. R1 openly said that he enjoyed the activity and felt satisfied after listening session. R2 felt the happiness while listening and made listening to online radio as her routine personally and positively addicted to it. For R3, the most crucial changes was that she made herself strongly enthusiastic in this cycle.

Table 5. Respondents' Feelings during Cycle 1

Cycle 1		
Before	During	After
Enthusiastic	Serious	Confused
Stressed	Happy	Relaxed
not enthusiastic	Concentration	Curious
Indifferent	Calm	Habituated
Curious	Enthusiastic	Addicted
Worried	Confused	Enthusiastic
Not interested	Bored	Doubtful
Responsible	Sluggish	Sluggish
Sluggish	Hard to concentrate	

The data which was presented in Table 5 strongly supported the idea that in cycle 1 all of the respondents were taking their time adapting to the new routine in listening to online radio and it gave them kinds of positive and negative feeling but looking at the percentage of negative feelings, less and less negative feeling they had (60% of negative feeling before listening, 40% of negative feeling while listening, and after listening, only 30% of negative feeling left.

Table 6. Respondents' Feelings during Cycle 2

Cycle 2		
Before	During	After
Curious	Confused	Disappointed

Responsible	Concentration	Satisfied
Bored	Happy	Relax
Burdened	Stressed	Stressed
Relax	Bored	Curious
Interested	Relax	Impressed
Confused	Enthusiastic	Relieved
Worried	Curious	Enthusiastic
Curious	Comfortable	Happy
Enthusiastic	Happy	Capable
		Confused

Moving forward to the next phase, the accepting phase, all respondents had various feeling at the same time during this cycle. The difference was that the negative feeling before listening was going down from 60 % to 40%. It proved that they had accepted this activities as their routines. More surprisingly that only 20% of negative feeling showed up after listening.

Table 7. Respondents' Feelings during Cycle 3

Cycle 3		
Before	During	After
Enthusiastic	Focused	Enthusiastic
Burdened	Stressed	Curious
Bored	Enjoy	Satisfied
Responsible	Bored	Bored
Interested	Happy	Unsatisfied
Curious	Confused	Habituated
Confused	Enthusiastic	Addicted
		Confused
		Doubtful

In the last cycle (the third-ten sessions), Respondents had different kinds of feeling and those feelings were classified into three categories: negative feelings, positive feelings, learning process feelings. Only 2 negative feelings before the listening session, 2 negative feelings while listening and only 1 negative feeling after listening session which showed that the respondents in fact had enjoyed the listening activities.

Being enthusiastic, interested and curious were feelings that the respondents had before listening and it was good that learners felt that way before learning. While listening to online radio they were focused, enjoyed, happy and (again) enthusiastic. These feelings had clearly over shadowed the feeling confused which clarified by the respondents as good sign of learning process.

The only one negative feeling (bored) which the respondents had was less strong comparing to five other positive feelings (enthusiastic, curious, habituated, addicted and satisfied). Feeling unsatisfied and doubtful meant that they wanted to learn more and wish that they could perform much better. Specifically, R1 mentioned that he felt satisfied with his listening activities as R2 felt habituated and positively addicted, while R3 said that she felt curious and enthusiastic. Although each respondent had his/her own feeling in cycle 3 but overall those was good feelings.

CONCLUSIONS AND SUGGESTIONS

Using a reflective diary for the research instrument enable the respondent to express their feeling clearly. The interview session clarified some information given. Overall result based those three stages in 3 cycles showed that the Respondents had good feeling with the listening session as the all mostly motivated, interested and curious before listening. Both R1 and R2 tried to focused and felt happy and enjoyed the activity. Although R3 did not always share the same feeling but R3 had consistent feeling of being enthusiastic and curious in each stage and every cycle. R1 benefited on having larger vocabulary items, while R2 said she got more fluent and confident in speaking. R3 did not feel the improvement in any skill but she said that she felt more confident, interested and enthusiastic in learning which on other word we could say that R3 had been motivated to learn more.

For future researchers, it is suggested that more research with more respondents with different listening duration and various online options should be explored. Additional pre and post listening quiz scores can be considered as validating process for getting more reliable and valid research results.

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USING A MODEL OF AUTHENTIC ASSESSMENT-BASED EXTENDED RESPONSE TO ENHANCE STUDENTS' (VOCABULARY) LEARNING AUTONOMY

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Abstract: There has been an increasing awareness of realizing that students' independent learning is essential in foreign language learning. To achieve English learning goals, which is to enable the English learners to perform the language with functionality, learning the language should be extended beyond classroom walls, to be continued not only while the learners are in the classroom but also outside the classroom. However, implementing autonomous learning in English classroom context is quite challenging. It is quite complex to measure how far the students have learnt and whether they have achieved the learning objectives. Although educators and experts believe that autonomous learning is essential, it seems inestimable to be practically implemented. This paper outlines a model of an extended response task which aims to enhance students' autonomy in learning vocabulary. This model is theoretically to give a clear illustration for English teachers on how to assess their students learning autonomy enhancement. The model is based on ideas proposed by Benson.

Keywords: *authentic assessment, extended response, learning autonomy*

INTRODUCTION

Autonomy in foreign language learning is not a new topic. Learning autonomy basically is developed based on a constructivism belief in which effective learning should be the active learning (Little, 2007). However, foreign language learning autonomy is sometimes still associated with the idea that learners learn the language by themselves in isolation, or self-learning as observed in module-based learning (Mariani, 1981; Wayte & Wayte, 1990; Hayward & McNicholl, 2007). On another context, autonomy in language learning is also commonly equated with individualized learning – that is, individualization in learning which is suited based on learners' particular attributes (Eyre, 2007; Tomlinson, 2014; Bray & McClaskey, 2015). While self-learning and individualization hold their own concept and certainly differ conceptually from autonomy, interchanging use of these three terms is unavoidable. This issue happens owing to the closeness of the ideas that these three terms hold. This paper deals with the first definition of learning autonomy as suggested by Little (2007). To that end, several subtopics are discussed as follows.

Learning Autonomy in Language Learning and Why It is Important in English as a Foreign Language Learning

The main idea of learning autonomy is that autonomous learning essentially deals with learners' own responsibility to learn not only in the classroom but also outside the classroom because of their own passion to learn what they need to. This idea mainly refers to a concept that learners are engaged themselves and involved in their own learning (Holec, 1981 as cited by Ivanovska, 2014: 353). Learning autonomy is about how the students actively engage themselves in learning. However, as Lee (2011:88) mentions, learning autonomy does not mean that students are isolated to learn but it is about how they construct their knowledge socially through learning. Students need to explore what they learn inside the class through learning activities outside the classroom. Thus, in learning autonomy, students should have control on their learning capacities including to have clear images on the learning objectives and the content of their learning (Benson, 2003)

As learning autonomy mainly deals with learners' own learning activities outside the classroom, the hardest duty of the teacher is to encourage students' enthusiasm to learn on their own. The main problem is how to make students want to extend their learning outside the class. Therefore, language teachers need to help students building their responsibility towards what they learn by applying active

meaningful strategies (Cakici, 2015: 32). In other words, learning activities in the classroom should actively engage students to learn. However, this idea is not adequately exposed. Therefore, the learning autonomy can be developed inside and outside the classroom. How do language teachers encourage their students to learn autonomously? Teachers' encouragements can be provided by giving students higher order thinking tasks which require observation, analysis, and evaluation of the provided information (Benson, 2003 as cited in Lee, 2011: 87). The tasks given are aimed to synergize the materials inside the classroom and students' own self-directed learning outside the classroom.

Previously, it is mentioned that the main consideration of learning autonomy is the active effective learning. In what way learning autonomy might create the effective atmosphere of learning? Autonomous learners are those learners who know their own capacities and responsibilities of learning itself. Learning autonomy is highly related to students' motivation of learning; while students accept their responsibility to learn, they basically create intrinsic motivation to learn. This learning motivation then increases the effectiveness and efficiency of knowledge and skills acquired in the classroom by practicing what they get in the classroom independently outside the classroom (Little, 2007). The main objective of a language learning classroom is to make learners able to communicate the language. This goal cannot be easily achieved through a short period of learning while students only have limited learning allotment in the class. Meyer, Haywood, Sachdev, and Faraday (2008) states that learning autonomy is beneficial to foster better academic performance of the students. Thus, practicing the language by their own is necessary for them to succeed in their learning.

Steps on Implementing Learning Autonomy in Language context

Ivanovska (2014: 355) emphasizes four principles of language learning autonomy in the classroom: learner center, a teacher who is expected to provide tasks fostering students' learning autonomy, autonomous learning environment, and situations and contexts to be learnt by students. To engage students in learning and to build their responsibility and learning motivation, students should actively be the center of classroom activities. What should a teacher do then? The teacher provides the students with the 'comprehensible input' as well as guidelines as the task for the students to make them learn and analyze the issue posed to them critically. These situations in which the students actively learn and the teacher actively gives scaffolding will create positive learning autonomy environment in language classrooms. In other words, the teacher synergizes the educational demand inside the classroom as well as controls students' learning autonomy outside the classroom.

On the other hand, Nunan (2003:196) proposes nine steps of learning autonomy in pedagogic context: making clear instruction and goals to learners, allowing learners to set their own goal, encouraging learners to use the target language, raising awareness of learning process, helping learners identifying their own strategies, encouraging learners' choice, allowing learners' to generate their own task, encouraging learner to be a teacher, and encouraging learner to be a researcher. All those steps basically are coherent to the principles of learning autonomy stated by Ivanovska (2014). The key points of learning autonomy are to provide learning context and goals based on the curriculum as well as to provide supportive and autonomous atmosphere for learners, i.e. providing students with creative tasks and projects.

Can Learning Autonomy be Assessed for Pedagogical Purposes?

It is a common practice that a teacher sets goals and objectives, design learning activities based on those goals and objectives, and evaluate what have been learnt as summative test (Fulcher, 2012: 67). However, currently, assessment is no longer about measuring what have been achieved. Assessment is used in the process of learning to improve learning itself (Fulcher, 2012:68). Assessment is more than just giving certain grades to students' work and mainly deals with how students make progressive improvement of their language performance in the classroom or performance-based assessment. The tasks given in the language classrooms relate to language communication in a real life context (Brown, 2004: 10). These kinds of tasks can be in the form of portfolio, extended response, presentation, and other authentic test forms which also aim to stimulate higher order thinking skills on the students' part.

In every learning cycle, evaluation and assessment are always needed to know whether the goals and objectives have been achieved or not (Brown, 1995: 24). It is also necessary to measure how successful the learning activities are performed. However, is it necessary to assess students' learning autonomy? Benson (2010) opens his chapters in a book entitled *Testing the Unstable* by seriously

questioning the readers on why teachers should assess students' learning autonomy (Benson, 2010: 77). This question might also appear among teachers and practitioners: how to know whether our students are autonomous learners or not and how teacher could be sure that their students have learnt properly. In fact, there is a lot of uncertainty about learning autonomy in foreign language learning (Ivanovska, 2014: 355). The review of literature shows that learning autonomy is essential to foster students' learning but is it actually possible to measure what students have learnt in the classroom independently? The problems are what teachers should assess and how teacher should measure. Still, do teachers need to assess learning autonomy in the classroom? Of course, they do.

Benson's Concept of Assessment for Learning Autonomy

A major principle of learning autonomy is that assessment for learning autonomy aims to increase teachers' awareness on what and how to enhance students' learning autonomously and students' self-awareness for their own learning (Benson, 2010: 85). It means that teachers should provide assessment tools which can drive the students to be autonomous learners. Benson then proposes an autonomously controlled task which is carried out in two ways: creating some forms of truly meaningful interaction or creating a meaningful context and background of learning (Benson, 2010: 86). Based on Benson's statement, the task should be meaningful and should involve the real situation of language use. Thus, authentic tasks, which are necessarily 'target tasks' or 'real life tasks', are the most suitable assessment used in learning autonomy.

As proposed by Ivanovska (2014:355), to bring learning autonomy environments in the classroom, several conditions are needed, i.e. learner-centered activities, situations and context, and teacher-provided autonomous environment. In addition, authentic tasks and availability of situations and context to be learnt further might help students develop their independency to analytically react on certain issues. Those above mentioned key points are all what teachers need in providing better language autonomous learning atmosphere. Although learning autonomy is called as self-directed learning, it does not mean that the learning autonomy cannot be integrated with the classroom goals. Indeed, both the students learning and their learning autonomy should be evaluated.

Vocabulary and Its Learning

Vocabulary is one important component of language that should be maintained by the students. Vocabulary is very essential as it brings the whole context and meaning of sentences into a passage (Harmer, 2009: 229). To work with students' vocabulary, students need more than memorization and drilling. The process require exposure and real use of language and many strategies can be used to teach vocabulary including by providing them some tasks and projects (Harmer, 2009: 235). Providing students with a task that allows them to be creative in learning vocabulary means that a teacher indirectly exposes the students to learning autonomy. The more the students practice and use the language, the more they are exposed to new words. Finally, they will be familiar with those words. What is the job of the teacher if the students do everything independently? Teacher still should control the students and ensure that everything is fine. The teacher should be ready when the students find any difficulties. In that way, autonomous learning atmosphere can be created.

Vocabulary Extended-Response Task Worksheet: A Model

As what has been discussed previously, vocabulary is one language element which should be learnt independently by learners. Theoretically, it is possible to enhance learning autonomy by giving a guided task for the students. The task is used to guide and give context, as well as to evaluate the students' learning autonomy. This paper provides an example of a practical task used to enhance students' vocabulary autonomy (see Appendix 1). This model shows an example of a task for secondary school students' autonomy purposes. The worksheet is an authentic-based extended response task that is aimed to enhance students' vocabulary. The task completion guideline is adapted from Sulistyo (2015). The first part of the worksheet contains a plan of the task including the goal and objective of learning. The second part of the worksheet is the Task Completion Guide. It consists of an example of descriptive task as the input for the students. It means that before the students do the writing task, they are provided with example of the target text. Next, the students can answer the comprehension questions that will help the students to understand the content and organization of a descriptive text. The last part of the worksheet consists of the procedures of how students should complete the task and some explanation of the task output and deadline.

According to Benson (2010), there are two important elements of creating autonomously controlled task in learning autonomy: real use of language and meaningful context and situation (Benson, 2010: 86). Therefore, authentic-performance based assessment is the most suitable one to fulfill the criteria of Benson's task. In this paper, the authentic assessment used is in the form extended response. Basically, extended response is an extensive responses related to an issue written which could be presented in the form of an essay, poster, presentation, and other relevant products (Brown, 2004: 232). Learners are expected to read, observe and analyze the passage or issue analytically by paying attention to the interesting aspects in the passage. In completing this extended response task, learners should do mini research by reviewing related literature. Thus, the worksheet should provide clear instructions including curriculum goals and objectives, input, procedure of doing the task, as well as how to collect the task.

In using this model in English classroom, the teachers should prepare several steps. Teachers can adapt from Nunan's nine steps of learning autonomy (Nunan, 2003). Five of the nine steps are as follows. Firstly, teachers provide worksheets containing instructions, goals, input in the form of passage, procedure of giving the expected extended response, expected output, as well as clear format of task submission. This first step allows learners to have certain images on how to finish the task. They will not find any difficulties of doing the task independently. Secondly, teachers encourage the students by helping them comprehend the given input. While the students found any difficulties in comprehending the task, the teacher is responsible to help the students solve their problems. Next, teachers encourage the students to indirectly inquire the issue. After the students comprehend the input given by the teacher, the teacher asks them some higher order thinking comprehension questions that may help them question more about the issue. For example, while talking about a descriptive text, there are several questions about an actress, educational background. Indirectly, students might be interested in relating her education and her great career. Fourth, teachers help and allow the learner to maintain their own topic or idea. For example, while reading a text about tourist attraction and its history, students are interested to make such historical exposition about a temple in that town. Finally, teachers need to encourage the students to become like a researcher. In order to write the extended response, students need to do activities as observing and reviewing a lot of literature. The teacher could help them by giving suggestion on how they could collect relevant data and let them independently complete their own work. Those are the steps of implementing an authentic task to enhance students' learning autonomy. Although this paper deals with enhancing students' vocabulary learning autonomy, no specific vocabulary task in the instructions is set. Vocabulary items are embedded during students' exploration in responding to the task set for them to accomplish. In a way basically, the teacher teaches English for communication purposes through extended response formats. However, language elements such as vocabulary are taught indirectly in the third step described in the section above.

Concluding Remarks and Recommendation

In short, although there are many uncertainties in learning autonomy, it does not mean that learning autonomy cannot be monitored. In fact, teacher could develop assessment tools in order to enhance students' autonomy as well as synergize the demand of the curriculum and students' learning inquiry. This paper provides the example of extended response model providing autonomous learning atmosphere in language classroom. This example can provide a clear model on how assessment can bring autonomy in pedagogical context.

This paper only provides an example of vocabulary autonomous tasks authentic-based extended response. The task is developed theoretically based on experts' theories. The more realistic tasks would be preferable and desirable for further researchers to try out this model empirically. Furthermore, teachers are suggested to develop other learning autonomy assessment based on their own need, i.e. using theme-based English teaching.

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Appendix 1. Extended Response Worksheet on Descriptive Text

A. Worksheet

Subject: English

Materials: Descriptive Text

Grade: X

School: Senior High School

Basic Competence

Reading

3.7. Contextually comprehending content, generic structure, and language features of written or spoken descriptive text about person, tourist attraction, and historical building.

Writing

4.10. Creating written or spoken descriptive text about person, tourist attraction, and historical building in a good suitable structure.

Indicators

- Students understand the generic structure, language features, and content of descriptive text titled *My Favorite Composer*, indicated by the abilities to answer the comprehensive question.
- Students can produce a well-structured descriptive text about their own idol based on analytical observation and literature review.

Task Completion Guideline

Read the following passage carefully

My Favorite Composer

My favorite classical composer is Ludwig van Beethoven. He is my idol. He is a great musician having incredible inspiring story to be a success musician. Beethoven was born in 1770 in Bonn, Germany. Both his father and grandfather were professional singers, so musicianship was in the family. He started learning piano around age 4, taught by his father. He had a natural gift, and got good quickly. Later on, he became an assistant organist and also played viola for the Prince-Elector's orchestra. Beethoven totally grew up in a supportive musical environment

He moved to Vienna when he was 22 to study with the famous composer Haydn, who Beethoven thought was the greatest composer of all time. Because of his enormous piano playing gifts, Beethoven was surrounded by the curious and interested Viennese social elite from early on in his career. This included most of the famous musicians of the day. Not bad! Aristocrats were impressed by his talents, and supported him. He established himself as a famous pianist at that time. But he wasn't really known for his compositions just yet!

In his late 20s, he started losing his hearing, and experiencing a loud ringing in his ears. Could you believe that? The legend was deaf. Since Beethoven lived for music, his approaching deafness devastated him completely. Imagine - a divine gift and his only passion, being slowly taken away from him forever. He thought seriously about suicide. After a catastrophic internal struggle, he decided it was worth it to keep going for his art. Nothing could stop him and his music.

When he was 30, he premiered the famous Septet (Op. 20), one of his most popular pieces in his lifetime. He was now starting to become well-known and highly regarded as a composer, not just a pianist. This period is when Beethoven evolved as a composer, creating more heroic works depicting struggle and revolution. Beethoven became more grumpy and irritable around this time. He started dressing scruffily and untidily, and was ruder towards other people. From here on he would care less and less about his appearance. People assumed that it was because he did not have a wife.

In 1809, various Princes and an Archduke gave Beethoven a lifetime annuity, but only if he stayed in Vienna. He readily agreed and settled there for the rest of his life. But late payments and

currency devaluations make his income far from stable. Beethoven wrote more symphonies (including the Fifth Symphony), string quartets, and his only opera *Fidelio* over the next couple of years as well. He also composed some of his most well-known piano sonatas, like the Moonlight and the Waldstein. Definitely the most famous piece of his work is Symphony 9 (whose final movement has the "Ode to Joy").

He became quite ill during the last years of his life, with gout, rheumatic fever, and a variety of other illnesses. He began to sketch out a Tenth Symphony whilst suffering on his deathbed, but he never got to complete it. While dying, his situation was terrible. He couldn't sleep at night, and he could barely move or drink. The grey skies outside only worsened his gloom. Ludwig van Beethoven died in March 1827, after four operations on a stomach wound which eventually got infected. Twenty thousand mourners lined Vienna's somber streets at the genius's funeral.

Ludwig van Beethoven has inspired me to always be optimist in achieving every dream and goal in life. He is a deaf legendary musician who could demonstrate that no obstacle can stop him from keeping up his passion in music. That is why I love and adore him. He has a tough journey as a legend. He is my idol and inspiration.

(adapted from: <http://www.favorite-classical-composers.com/beethoven-biography.html>)

Questions

1. Do you think that Beethoven's family and environment contribute in sharpening his sense of music?
2. How was Beethoven's journey to be a legendary composer?
3. What quality of Beethoven makes the author adore him as his idol?
4. How was the last period of Beethoven's life?
5. What can you learn from Beethoven's life story?

Task

- o Answer all questions formulated above based on the passage and other sources.
- o Do you have an Idol? Please, write a descriptive text about your idol. You could use those questions above to guide you writing a descriptive text about your idol.

Procedure

To answer those questions, perform these following steps:

1. Read biography about your idol
2. Browse in the internet related to topic to find relevant information
3. Find other resources. You could also do an interview if it is needed.

When you have gathered the relevant information, write a nice descriptive text about your idol containing his/her story of life and other inspired aspects which make you adore him/her.

Expected Output

1. An essay containing minimum 80-100 words written in Times new roman 12pt double space
2. A power-point presentation of maximum 10 slides

If you find any difficulties, you could consult your work every break time at my office. The task should be submitted in two weeks.

THE ANALYSIS OF PURDUE ONLINE WRITING LABS AS A SECOND LANGUAGE WRITING SUPPORT TOOL TO PROMOTE AUTONOMOUS LEARNING

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Abstract: This study aims to investigate and fill the gap of the previous study on “the uses of and attitudes towards OWLs as second language writing support tools” by Paiz (2014). In this research, the researchers try to give critical reviews especially on methodology, the way and the instruments that the researcher used and might forget. The purpose of the review, using contrastive analysis and others, is for consideration in conducting a further better research related to tools which promote autonomous learning. Therefore, this review provides some parts specifically on steps, based on Center for Teaching Quality, in developing Purdue OWL to support L2 learning. The review agrees that using Purdue OWL helps learners to write more easily and becomes one of the valuable ways to enhance their autonomy, motivation and ability in understanding a second language. Unfortunately, there is still no evidence of other research about the use of it in rural areas; it makes it difficult to generalize the result of the benefits in using Online Writing Labs (OWL) to other contexts

Keywords: *Online Writing Labs, second language, writing tool, autonomous learning*

INTRODUCTION

This review tries to explain what has been done and what could have been done better in the study. The analysis will be based on Guideline for review article by Mayer (2009). The first part will be the summary of the study. Not only summarizing, but also giving additional theories which support the statement of the researcher. In the second part, we try to share an explanation related to OWL's history and the process of it. More specific for Purdue OWL, this research is actually a further research of Paiz's study (2014). In Purdue OWL, there are two coordinators operating the web, one for content and one for technical issues. Those two are doctoral students who have had some training and experience in teaching writing and in professional writing (Paiz, 2017). Next, we attempt to give analysis on methodology that the researcher used to conduct his study. Furthermore, the analysis is continued to the development of writing skill by using OWL, because we doubt whether there is a difference between this writing tool and another internet-based tool. The process of writing in this case is not as easy as writing first language. In line with Contrastive Analysis Hypothesis, the learners will learn more easily if the rule of the first language is the same as second language, and will be more difficult if the rule of first language is different from the second language (Lightbown & Spada, 2001 p.35). This is also supported by Saville-Troike (2006 p.177), who believes that although languages are learnable, not all second languages are equally easy for learners of particular first languages to acquire. Ultimately, the last part of this review is going to talk about conclusions and future directions, the overall points of the tool to assist writing by exposing the “easy to write” atmosphere around the environment. The quality of the environment, especially language environment, is of paramount importance to success in learning new language in this case is second language (Dulay et al, 1982).

In his current research, Paiz investigates the uses of and attitudes towards OWLs as second language writing support tools. He attempts to delve more on how the teachers feel when they were teaching writing using OWLs in their class. He also aspires to know the teachers' opinion towards Purdue OWL as one of the most valuable resources for EFL students. Therewith, by using interview and survey-internet based, he wants to find out whether or not general writing, ESL writing, and EFL writing should be separated in every section on the Purdue OWL. Overall, Paiz (2017) emphasizes on the practitioners' implementation of the uniqueness of OWL. Moreover, the long goals of using OWL as supporting writing tool are promote and develop learners' autonomy in and outside of the classroom. The result of this finding, especially in interview result, was not really satisfying because the respondents who gave responds are fewer than what the researcher had expected. There were only fifteen percent who give

respond. In my opinion, we think the researcher forget to do preliminary study first. He should have conducted a mini survey before doing the big one. Preliminary study is useful in order to prevent obstacles when collecting the data needed. Then because this was a qualitative research which unfortunately used small sample in interview, the generalization of the findings cannot be made.

What OWL is and how it works

Before going further, OWL exceeds commonplace in just less than two decades. It stands for Online Writing Labs, and the creator of this tool is Purdue University. That is the reason why the name of it, is Purdue OWLs. According to Purdue University (1995-2017), OWL resources provide the learners with the complete writing process: pre-writing (invention), developing research questions and outlines, composing thesis statements, and also proofreading. While the writing process is perhaps different for each person and for each particular assignment, the resources available in that section follow the general work flow of pre-writing, organizing, and also revising. For resources and examples on specific types of writing assignments, the website provides Common Writing Assignment area. As a reminder, the long objective of the emergence of this Online Writing Labs is to promote autonomous learning especially in writing. A significant proportion of classroom writing may be devoted to self-writing (Brown, 2015). By using exposure of self-writing hopefully the learners will be more autonomous and do not always depend on the teacher in the classroom.

This tool emerged when there is an increasing number of challenges in writing in a second language. Even native speakers said that writing second language is more difficult than writing in their first language (Nunan, 2001). Concerning suggestions for second language experts, it is clear from the finding, that the materials from North American-based OWLs will require some adjustment before being sent in the second language composing classroom. This may incorporate the need to alter OWL assets to be more semantically suitable. Notwithstanding, one ought to again take note of that numerous OWLs containing copyrighted material and adjustment may not be a choice. The Purdue OWL, for instance, enables clients to utilize and download its assets for instructive purposes, yet it does not allow any alteration of assets. These constrictions are spelled out in the Purdue OWL's Fair Use Policy (Purdue OWL, 2013b). Some of these assets might be socially bound, and that their importance may not be as solid for those not associated into Western artistic and scholastic customs.

REVIEW ON A STUDY BY PAIZ

Specifically, Paiz's study focused on Purdue OWL, but he also investigated the use of general OWL. As we guess, he was going to compare both of them, Purdue and the general one, so the readers would know which one was better. And the fact obtained was in line with the expectation: using interview and survey as instruments, the researcher found out that the Purdue OWL was one of the most comprehensive and most utilized OWLs. We agree with this point because Purdue OWL offers facilities more than others. It provides reputable resources, writing assistance, and offering feedback (Bergmann et al, 2014). In line with the result on internet-based survey used by the researcher, one hundred thirty-five respondents from two hundred sixty give positive responses toward integrating Purdue OWL in their teaching and learning process. In this case, the researcher does the survey by considering the demographics of national contexts, ranging from the United States, Asia, Europe, until Africa. One thing that should be the focus, the researcher here does not obtain an equal portion for each area. The majority of the responses come from the United States. In my opinion, it shows that the use of Online Writing Labs especially for writing second language is not evenly spread out. Even for general OWL, the finding based on the result shows that 52.38% of the respondents use it only sometimes (Paiz, 2017). Another interesting point to evaluate from Paiz's study is the questions which are designed for the survey. There are four questions, and three of them explore about general OWL penetration and usage, and there is only one question which refers to specific Purdue OWL. Contrary to the fact that the researcher explains in the first introduction, he said that he tries to focus on Purdue OWL, but then the questions mostly refers to general OWL. The proportion of the questions should not be like that. The researcher has to be consistent with what he is going to find and in how to find that. Therefore, the questions for finding the Purdue OWL usage information should be much more than the general one:

1. Do you use Online Writing Labs (OWLs) to assist in the teaching of writing?
2. Do you use Purdue OWL to assist in the teaching of writing?
3. How often do you use Purdue OWLs to assist in the teaching of writing?
4. Which of the following best describe how you use Purdue OWLs to assist in the teaching writing?

5. Did you know that the Purdue OWL has ESL specific resources?

Based on those questions, the researchers will obtain more information about the respondents' attitude and use towards the Purdue OWL. However, there is a positive side in his survey. At the end of the questions, the researcher also makes a list for what EFL practitioners need in order to enrich the way of teaching writing. And the result shows a high level of possible interest, there appears to be less enthusiasm for more dynamic resources (audio and/or audio/visual lectures).

Besides using internet-based survey, the researcher also uses interviews. The interviews are open-ended and conducted via email right after the survey data collection window closed (Paiz, 2017). In this process, the researcher uses seven interviews to 46 respondents. Unfortunately, only 15% give responses. Once the interview collection is closed, the researcher compiles all answer to individual questions, so that themes can be identified across individual answer to particular question. From the result of interviews the researcher get conclusion that most of the interviewees prefer to use website than a book. In line with this finding, we personally agree that technology influence many aspects in the development of knowledge and the way to learn the knowledge itself. Undoubtedly, learners' motivation will improve if the learning is integrated with technology compared to the traditional way. Motivation involves the attitudes and affective states which influence learners to learn second language (Ellis, 1997). Especially in the classroom, writing lessons which always consist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom, and then also decrease the motivation of learning (Lightbown & Spada, 2001, p.57).

According to Center for Teaching Quality, effective writing uses specific methods to capture the audience's attention, validate readers' concerns, acknowledge their values, and connect with their emotions. The following strategies can be used to create effective written communication: (1) introducing or supporting ideas through powerful storytelling and compelling anecdotes, (2) promoting the credibility of the author and his/her sources, (3) framing the message through the lens of the audience's values, needs, and emotional sensibilities, (4) connecting to the audience through specific word choice that acknowledges readers' values, needs, and priorities, (5) avoiding insider jargon, such as highly technical terms or education-specific acronyms that will disconnect the audience from the topic or ideas, (6) using inductive and deductive reasoning to craft powerful arguments, and (7) incorporating visual components (graphs, tables, images, or charts) to reinforce ideas, arguments, and calls to action.

In the era of rapid development of technology, almost all of the teaching and learning process are expected to utilize and integrate technology while delivering the knowledge. Internet as one of the learning tools, for example, has expanded rapidly in the world during the last decade (Stepp, 2002). According to other studies, the integration of the Internet in writing is an effective and powerful media to improve ESL students' writing skills (Al-Jarf, 2004). The use of technology can build students' motivation to write more and more (Yunus et al, 2010). In addition, as technology becomes more prominent, it would be a "waste" not to exploit its potential in teaching and learning especially for second language. Besides, today's children are "more interested in learning by using a computer compared to more old-fashioned methods" (Graddol, 1997). The use of Internet for learning knows no limit. One of them is the use of website or labs. The Writing Lab uses computers as an integral part of the tutoring and learning process, and tutors use them in a growing number of ways: to improve students' computer writing processes, to help students effectively access OWL resources, and to demonstrate how to access and evaluate sources on the Internet (Purdue OWL web). OWL as Online Writing Labs, in this review, is believed to be able to support the writing activity. Unfortunately, Paiz (2017) in his study did not show the importance of developing writing skill and the way to use OWL in the teaching and learning process. Moreover, he establishes that many of the teachers, practitioners, and even second language writers succeed in implementing OWL as their tool to strengthen their writing ability.

CONCLUSIONS AND SUGGESTIONS

Promoting an interactive tool to make it easier for learners to develop autonomous writing is one of the valuable ways to enhance their motivation and ability especially for a second language learner. Purdue OWL assists learners to achieve that goal. In achieving the goal, it is also important to develop local/regional OWLs which can meet the linguistic needs (Paiz, 2017). When conducting that study, it is necessary to focus on what the learners needs. The future researchers will know what the learners needs if they do a preliminary study and distribute the instrument of data collection to bigger number of respondents so that the result of the finding can be generalized to other populations. Online Writing Labs

especially Purdue OWL offers many facilities such as sources and feedback. Those can be developed more by web developer and be used by practitioners so that learning a second language especially for writing will be more fun and interesting.

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PROMOTING AUTONOMY THROUGH THE USE OF INTERNET AND SOCIAL MEDIA: EXAMPLES FROM INDONESIAN ENGLISH CLASSROOMS

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Abstract: The importance of developing learner autonomy has been acknowledged in many language teaching contexts in both Western and Eastern countries. Teachers in different contexts make efforts to promote autonomy in their students' language learning by employing different techniques. Similarly, English teachers in Indonesian junior high school classrooms also use various strategies to both develop and support their students' autonomous learning. The differences of teachers' strategies reflect not only teachers' perceptions about their learners' levels of autonomy but also what teachers believe as the most effective method to promote autonomous learning in their classrooms. Among their strategies is the use of social media to facilitate students' independent learning. The use of Facebook, BBM and Twitter along with the use of the internet, email and short messages have been reported by English teachers to be effective for promoting their students' autonomous learning.

Keywords: *learner autonomy, social media, the internet, English classrooms*

INTRODUCTION

Learner autonomy has been introduced in language education in both Western and Eastern countries. In its early introduction, learner autonomy has been defined as "the ability to take charge of one's learning" (Holec, 1979, p. 3). Benson and Voller (1997), however, argue that we can hardly come to a sole definition of autonomy as the term autonomy is used differently: as a situation where learners learn without a teacher, as skills which students can learn, as learners' inborn capacity, an exercise of students' responsibility, and as learners' right to decide their learning. The term 'autonomy' is often regarded as synonymous with 'independent learning' (Murase, 2015) or 'independence' (Yashima, 2014). However, Murase argues that being autonomous does not mean being fully independent from teachers. Recently learner autonomy is regarded more as a social capacity whose development requires interdependence (Benson & Cooker, 2013). The differences in defining autonomy reflect different understanding about this concept and how to develop it.

Teachers in many educational contexts have worked to promote learner autonomy in their classrooms (Murase, 2011). Learner autonomy has been perceived by English teachers to contribute to the success of students' language learning (Borg & Al-Busaidi, 2012; Wichayathian & Reinders, 2015). Autonomous learners are also believed to learn in a more effective and efficient way (Little, 2009) and more importantly the development of learner autonomy contributes to the growth of students as life-long learners (Egel, 2009). Ueki and Takeuchi (2013) argue that it now becomes necessary for students to have the ability to learn the second language autonomously. The development of technology supports the goal of producing autonomous learners as it gives greater access and opportunities for students to learn autonomously (Reinders & White, 2011). Despite the acknowledgement of the importance of promoting learner autonomy in English classrooms, the practices of developing it varied considerably.

Several techniques have been suggested in the literature for developing learner autonomy. As an example, Nunan (1996) suggests teachers to let students determine the learning contents, tasks, and evaluation. Similarly, Dam (2000) proposes learner involvement in their learning to make them autonomous. Reinders and White (2011) highlight teachers' roles in guiding the students as they believe the quality of the input, syllabus, support and materials given by the teachers affects the development of learner autonomy. Teachers also need to increase students' level of confidence and encourage them to take more control in their learning (Lai, Zhu, & Gong, 2015). Moreover, teachers can equip the students with the skills to learn independently outside the classrooms (Reinders, 2010). In addition, Lai, Yeung and Hu (2015) suggest teachers to promote students' learning through the use of technology in their informal learning after school. Therefore, teachers need to teach students how to use technology to facilitate their

outside-classrooms independent learning. Illés (2012) adds that the internet gives so much access to various learning materials which students can use in their independent learning.

In practice, not all techniques suggested above can be applied by teachers. For example, it is less practical for teachers in Turkey to let students decide the learning time and place although teachers agreed with the idea of involving the students in determining some of the learning aspects (Balcikanli, 2010). The practice of developing learner autonomy in secondary school in Turkey was also felt less successful by the teacher as the students were less positive when they were involved in the materials and tasks selection (Inozu, 2011).

In other contexts, some techniques worked quite well and the practice of independent learning was perceived more positively. In Nepal, the majority of master's level students in Tribhuvan University agreed that much learning can be done independently (Joshi, 2011). These students did many autonomous activities by using libraries, watching and listening audio visual materials. However, they did not use modern technologies as much as the reference materials. To develop these master students' autonomy, the teachers offered different techniques for the less autonomous learners and for the autonomous ones. Autonomous learners were encouraged to maintain their autonomous learning activities and to help their less autonomous friends to increase their autonomy. The suggestions given to the less autonomous students include: opting for independent learning, sharing with friends, consulting the books and the teachers, and finding the ways to improve their autonomy level. The findings of Joshi's study show that tertiary students in Nepal lacked the interest in using the technology although many of them were quite autonomous. A higher interest in using technology for independent English learning outside the classroom was shown in Lai, Zhu and Gong's study (2015) in which secondary school students in Mainland China reported that they spent more than four hours every week for learning English by using technology. They reported that the encouragement and guidance from their teachers affected positively their autonomous learning outside the classrooms. This suggests that their teachers developed students' autonomy by encouraging and guiding students to learn independently outside the classrooms and this was effective.

The examples above suggest that different practices of developing autonomy are used in different settings with various degree of success. In Indonesian contexts, how autonomy is developed is less clear as there is not much research in this area. As the new 2013 national curriculum in Indonesia emphasises greater space for autonomy development, I was interested to study how Indonesian teachers develop learner autonomy in English classrooms especially in junior high school level. I did the research as my PhD project (Agustina, 2017) in the time when the new curriculum was introduced. This paper reports a small part of my PhD research findings on how English teachers in Indonesia made use of social media and the internet to develop their students' autonomy in learning English. This paper concludes by looking at the findings from the perspectives of teacher autonomy, something which I have not done in my thesis.

METHOD

The data on how English teachers developed and supported their students' autonomy were obtained from a multi-case study that I did in 2014 as part of my mixed-methods study. Nine junior high school English teachers in Magelang Regency became my research participants. They came from State, Christian and Islamic schools. The data were collected through semi-structured interviews and classroom observation. I interviewed each teacher before and after classroom observation. I recorded the interviews and the classroom practices and transcribed the recordings. The transcripts were consulted to all participants before they were analysed with thematic analysis.

FINDINGS AND DISCUSSION

The thematic analysis showed that various strategies were used by English teachers in Magelang Regency. The employment of the internet and social media became one of these teachers' strategies. Teachers used them to develop and support their students' autonomy development. Developing autonomy in my research refers to the weak pedagogy for autonomy as proposed by Smith (2003) in which teachers perceived their students to have low level of autonomy and thus their autonomy level has to be increased. Supporting autonomy in my research refers to strong pedagogy for autonomy where the teachers perceived the students as already autonomous and thus the teachers need to maintain their students' autonomy and increase their autonomy level further.

The examples of how English teachers supported and developed students' autonomous learning through the use of social media and the internet were evident in my study. One of the state school English teachers became an example of the teachers who supported students' autonomous English learning in my observation and interviews. This teacher believed that her students had to be autonomous. She also believed that her students were smart students who could conduct independent learning. In this way, she perceived her students as having high level of autonomy. These strong beliefs led her to take the role of a learning facilitator in her classrooms. With the availability of the internet access at her school, she assigned her students to search English texts in the internet with their laptops. She only introduced the text types in the beginning of the lesson and then let students find the examples of the texts. Students worked in groups in doing this and they had to present the texts in front of the class. They had to explain the structure and the content of the texts to their friends and they should answer their friends' questions. The texts presented by each group were then sent to the teacher's email and the teacher would use those texts as the materials for the English reading tests.

Another activity used by this English teacher was assigning students to compose a narrative text in classroom and then send the texts to her email. In composing the texts, the students could consult the books or other resources in the internet. Similar task was given to the individual students in which they had to compose the text independently and then send the texts to her email from home.

This teacher was also an active social media user. She used Facebook, twitter, BBM and other social media so that her students could contact her when they needed her help in their independent learning after school. She welcomed her students' questions and consultations about English materials, tests and homework through the social media and short messages even when she was contacted by students at night. She perceived her students' questions as a sign of students' interests and preparation to learn English and thus she was committed to be available for her students at any time.

Another example was the use of short messages and Facebook group in the Islamic schools. One of the teachers used short messages to communicate with her students as she believed that the first year students were less autonomous. Similar to the practice in the state school above, the teacher in the Islamic school was willing to be contacted through short messages when the students had questions about the lessons. However, this practice only lasted for a few months in the beginning of the academic year. The teacher thought that students had to develop more autonomy in their learning as the time passed and instead of asking the teacher, the students had to ask their friends first. In this way, this teacher developed her students' autonomy bit by bit, gave more help in the beginning and lessened the assistance at the end.

In another Islamic school, the teacher and the students created a closed Facebook group for English subject. The teacher believed that her students' levels of autonomy varied and the use of group discussion was thought to be helpful to facilitate each student's learning. The discussion was done after school to support students' independent learning. Students could ask, answer, discuss, comment, and post materials related to English. Some students also posted motivational quotes in English to encourage their friends to keep learning when they were about to sit in the national examination. The discussion worked well for the students in this Islamic school as they could help one another and the teacher felt that this technique was effective to enhance the students' learning outside classroom.

The examples above showed that junior high school English teachers in Magelang Regency had been successful in using social media and the internet to facilitate their students' English learning. Even so, there was also an example where a state school English teacher were worried in giving his students internet-based independent tasks due to the exposure of pornography. This suggests that not all English teachers agreed with the use of internet to enhance the language learning.

CONCLUSIONS AND SUGGESTIONS

The research has revealed various practices of English teachers in developing learner autonomy, particularly with the use of social media and the internet. The findings suggest that teachers' perceptions of students' level of autonomy affected the way they promoted autonomy. The teachers who believed in their students' high level of autonomy gave opportunities for students to maintain their autonomous language learning. The teachers involved the students in selecting the materials and the students could do this well. This was evident in the practice of the state school teacher above. The teacher who believed that her students' autonomy level was low developed their autonomy by giving more guidance and assistance in the early academic year and then reduced the assistance as the students proceeded towards the end of the academic year. The teacher who believed that her students' autonomy level varied

created a group discussion so that autonomous students could motivate and help their less autonomous friends. These practices reflected that different teachers' beliefs resulted in different teaching practices in supporting and developing autonomy.

The use of the internet to facilitate students' independent learning remains controversial in Indonesian contexts especially as there were both positive and negative views on it. It seems that teachers need modelling and training on how to use the internet to enhance students' autonomous learning to resolve the controversy. However, from the perspective of teacher autonomy, teachers have the right to follow what they believe to work best in their classrooms which we have to respect. Therefore, there should be no problems in finding out teachers' different perspectives on the use of internet in English learning.

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EXPLORING THE IMPLEMENTATION OF LEARNER AUTONOMY IN EFL SPEAKING CLASS

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Abstract: Learning autonomy is a concept of learning where students have the capacity to control and be responsible for their own learning. Research interest in learning autonomy has increased rapidly in the recent years. This study is set to investigate the students' perception on learning autonomy through Forum Group Discussion (FGD) as the instructional strategy. The participants of the study were junior English department students of STAIN Kediri. The researcher used questionnaire to collect the data and analyze it quantitatively. Interview was also used in the study. The finding shows that the students exhibited some indication of learning autonomy in the classroom activity. Overall, most students were still reluctant to learn autonomously because of their limited knowledge of learning autonomy. Consequently, the teacher needs to have more consideration before using the approach in the class.

Keywords: *learner autonomy, implementation, EFL speaking class*

INTRODUCTION

This paper presents how learner autonomy is integrated into classroom activities in an EFL classroom focusing on speaking skills and the benefits expected for students from the activities in that skills. The group of the learners analyzed is the first grade senior high school students. Underlying the notion of learner autonomy, the learners are expected to be autonomous; more independent and responsible for their learning mainly in the aspect of deciding what to learn, where to get the materials, and how to learn them. This is in line with what is asserted by Holec (1981, as cited in Benson, 2007), if someone is able to take charge of his or her own learning, they can be said autonomous. In addition, Littlewood (1996) notes that an autonomous person is someone with an independent capacity to take control of the choice that influences his or her actions; it involves ability (knowledge and skills) and willingness (motivation and confidence). However, the measurement on how students act as autonomous learners can be different depending on their age, learning progress, and perception towards immediate learning (Little, 1991, as cited in Benson, 2007).

Learners that are more independent do not automatically lead to a better condition of learning. Instead of being an autonomous learner, a totally independent learner can be categorized as autism (Little, 1995). Related to the students in this discussion, they get English lesson three times a week with one skill for each meeting. As speaking is productive skills, and the students need to be more active and involved in classroom activities, learner autonomy is expected to be implemented and integrated in this skill. It is also important to consider some tenets of learner autonomy which can fit the learning styles, characters, and needs of the students. Most importantly, it is expected to accommodate both a language aim and a learner autonomy aim.

THE IMPLEMENTATION OF LEARNER AUTONOMY IN EFL SPEAKING CLASS

As it focuses on how learner autonomy can be implemented in the classroom, the objectives and the content of the materials are adjusted with it. The objectives of the lesson plan are also adjusted with the level of students' English proficiency. The students who become the subjects themselves have good English proficiency level which is identified from their previous English test results. The activity which is about recount, telling past events or experiences, are divided into three phases of teaching; pre, whilst, and post-teaching. The material itself is about the use of English in daily life. In other words, the students may encounter what is delivered in the materials in their real life, not only in the classroom.

To promote learner autonomy, the teaching activities are in the form of learner-centered classroom teaching as this teaching method is part of the implementation of learner autonomy, suggested by Littlewood (1996). The integration of learner autonomy tenets in the lesson plan can be reflected from several parts. First, from the basic and standard competence, the students are expected to be able to

express the meaning of recount in the form of telling past events in daily life context. This standard and basic competence is based on the 2006 curriculum implemented in all public senior high schools in Indonesia under the authority of Indonesian Ministry of Education. In addition, as the context of the materials is students' daily life, this enables the students to bring the learning to outside the classroom. It enables them to dig up more chances of language learning as suggested by Benson (2007). Through out-of-class learning, the students can bring, practice, and use the language they learn. In this part, the teacher is important to guide the students to achieve the goal.

The implementation of the competences is then elaborated more in learning indicators. The indicators in this lesson plan need the students to complete the table and make, present, and discuss the story in front of the class both in group and individual, with some character values in each indicator. Some of them are critical thinking, hard work, cooperation, creativity, confidence, and independence. Some points from these values point to learner autonomy principles. From the indicators, it is then developed into learning objectives. For learning objectives themselves, what is seen as the language aim is that students are able to make, present, and discuss the story in their own way accurately and fluently. Meanwhile, for the learner autonomy aim, it is expected that the students are able to be responsible, independent, active, and critical towards their learning, and in some parts individually. The teacher may still guide the students but not so much involved in it. Instead, the students themselves should decide what story they want to present with their own way while using sources that can be used to support their story presentation. It is also asserted that individual's freedom in learning is very important in autonomous learning, and not only follow what is decided by the institution as the policy maker under the ideological argument (Crabbe, 1993), so that learning should be interesting. Related to this lesson plan, indeed the basic and standard competence are decided by the curriculum, but the implementation depends on the teacher that different teachers may be different on how to implement it.

LEARNING METHOD AND APPROACH IN EFL SPEAKING CLASS IMPLEMENTING LEARNER AUTONOMY

For learning method and approach, the teacher apply communicative language teaching as the implementation of the role of the teacher as the facilitator and aims for students' communicative role in the end of the lesson (Nunan, 2004), while also pointing out learner-centered teaching. Moreover, through the implementation of this approach and method, the students are expected to build their confidence as part of learning autonomously. This also intends to raise students' curiosity and desire to know anything related to the lesson. As defined by Dickinson (1987), learner-centered learning imposes more responsibility to learners. Therefore, the classroom activities are mostly under students' role, and they are required to be actively involved in classroom activities. In its further implementation, as asserted by Dickinson (1987), learner centered approach and materials-centered approach are the components involved in self-directed learning. This is in line with the activities as stated in the lesson plan where the students use the materials from themselves, they create their own materials.

To keep the students motivated and follow the lesson, the teacher must be able to make learning ambience as interesting as possible. Games may be applied in some sections. However, the big portion of teaching must still maintain the learning goal, that is speaking recount fluently and accurately. The deliberation of group and individual work regarding this topic is to see how the students change and transfer their positions from working in group to working individually, as the responsibility of learning shared within these two types of work is also different. Therefore, the teacher requires seeing the transfer role of the students and the teacher from group work to individual work where it can be seen that the students can work more independently. With limited time, 60 minutes, the students are expected to achieve the learning objectives. To achieve it, they also need the role of the teacher to guide and monitor the activity.

To make the activities interesting, students may choose unique stories themselves, and the topic is about telling unforgettable stories in recount. Also, it is expected to make them more motivated to participate by arranging the activities like the competition among groups, and the winner is the group who can answer most of the questions or get the highest point. In addition, the more confident they are, the bigger possibility to carry out their knowledge and skills (Littlewood, 1996). Moreover, as speaking is productive skills, it is given after the receptive ones, reading and listening.

The activities are divided into some parts. First, the students have to complete a table about past events in groups. Then, they are asked to make a story based on the table, still in groups. After that, they present their story in front of the class. The next activities change into individual ones when the students

are then asked to make a table like they made before in group, but this time, they have to make it based on their own story. The last, the students should present their stories in front of the class.

As learner autonomy has three key dimensions based on Bergen definition; learner independence, learner agency, and learner control, the learning activities at least comprise those three dimensions. The first phase of the lesson plan, pre teaching, the learners are stimulated to recall what they have learnt in previous activities or meetings. The content of grammatical features and others related to recount expected to be given in previous meetings and skills, reading and listening, are discussed at a glance to regain students' knowledge about it. Moving to whilst teaching where, students are divided into five groups. The consideration of dividing them into five groups is for time efficiency as it is predicted that the number of the students are approximately 20 students in one class. Therefore, each group has 4 members which is not too many, so that all group members can have a chance to talk and participate in a group discussion and can be monitored by the teacher. While guiding the students in a group discussion, the teacher should also see whether or not their group interaction is in line with the learning objectives.

The first activity is to fill in the table with the names, time, and special events or experiences that are unforgettable. The purpose of it is to correlate it with daily-life-context-related experiences that happen and they often encounter, although they can create their own characters in it. This is then continued with making a story in a group based on the table. Although it is said earlier that the teacher can still guide, he or she should not be too interruptive. Instead, he or she should give the learners more freedom to learn.

The next activity, which needs the representative of the group to present the result of discussion, aims for stimulating critical thinking on the students, to create a competition where learning can be more interesting and challenging, and to check whether other groups pay attention to a certain group's story or not. The sequence of this activity is also in line with what is asserted by Crabbe (1993) that shared activities are more focused by the teacher instead of the private learning. In addition, this group activity also intends to establish communication among groups, that groups can criticize each other. Meanwhile, working in a small group is also intended to foster students' willingness to focus on communication rather than accuracy, because it can make the students to be brave to take risks, make errors and give positive feedback which are also meant to make them more confident (Littlewood, 1996). In question and answer session, the group that presents their stories can ask some questions to other groups to identify whether they pay attention and understand the presentation or not, the students can decide the correct answers given by other groups. This can emerge the notion of peer-assessment and self-assessment that is asserted by Holec (1981, as cited in Benson, 2007). In this point, the reward point can be given to both groups; presenter and the groups that answer the questions. However, the teacher can give an opinion if what they think the correct answer is actually incorrect based on the content of their story.

Moving to the next two activities where the students are expected to be more independent. In this phase, the teacher can see whether the students can transfer their ability from group-work to individual work. Besides, the attention given by the teacher to individual and group activities is different. It is the teacher's duty to then connect between the public and private domain, and observe how the individuals work with it (Crabbe, 1993). That is why how the students work in public and private domain is different. In addition, the activities in public domain should be relevant with those in the private domain (Crabbe, 1993). The last phase is post-teaching that is about reflection. In promoting learners' autonomy, as denoted by Cotterall (2000), reflection is also important, so that the students can prepare a better future contribution and learning and reflect from their past actions. Therefore, giving reflection and positive feedback is important to do.

This activity does not use too much learning media, as interaction between class members is an important thing because the purposes are students' fluency and accuracy in communicative skills. It is also because speaking is a productive skill which requires a lot of involvement from the students, so that the materials from the students are mostly required and it does not require specific learning media. For assessment itself, it is based on cognitive and affective assessment where in the indicator of the lesson itself there are some character values that become part of affective assessment.

CONCLUSIONS AND SUGGESTIONS

Through the implementation of learner autonomy, students are expected to be more responsible for their own learning. In this discussion, the skill where students are expected to be autonomous is speaking. Students are expected to work in group first before moving to individual activity. This intends to observe how they can be more autonomous in individual tasks. Another important thing to note is the

teacher should not force the students. Therefore, the teacher should know the students' capacity. In this case, need analysis is required to do. To make learner autonomy can be implemented in the activity, the teacher should also believe that the students are capable to be in charge of their own learning and not too dependent to the teacher anymore. Although in this discussion learner autonomy is only discussed in speaking, it is expected that it can be also implemented in other English skills, both receptive and productive. In addition, the teacher must have a clear definition of how far they are involved in students' learning, so that autonomous learning can be still implemented although there is still guidance from the teacher.

The benefits for the students after the teacher gives them this activity is they can be more autonomous in learning. Also, in the same session, the students can experience how to work in group and later alter to work individually. They also experience dynamics change. In addition, they can be trained to think critically, work with other group members, build an opinion, and more determined to learn.

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EFL STUDENTS' PERCEPTION ON FORUM GROUP DISCUSSION AT STAIN KEDIRI

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Abstract: Learning autonomy is known as one of the communicative teaching learning process. It is a concept of learning where the students have capacity to control and be responsible for their own learning. In addition, interest in learning autonomy has increased rapidly. This study is set to investigate the students' perception on learning autonomy through Forum Group Discussion (FGD) as the instructional strategy. The participants of the study are English department students of STAIN Kediri, especially sixth semester. The researchers used questionnaire to collect data and analyze it quantitatively. Furthermore, interview is used to clarify the analyzed data. The finding of study provides the evidence of students' perception toward learning autonomy that is applied in the classroom activity. Overall, most of students are still reluctant to apply this approach because of their limited knowledge. As a consequence, the teacher needs more consideration before using this kind of strategy.

Keywords: *students' perception, learning autonomy, forum group discussion (FGD)*

INTRODUCTION

The current method that was promoted by some University to raise the students' involvement is learning autonomy. One of its instructional strategies is Group discussion, an outstanding technique focuses on the way the learners conduct a project cooperatively. Based on Bratman's (1992) statement, group discussion is categorized as cooperative activity, which needs a group of people having the same mutual commitment, responsiveness, and support in joining the activity. In the present era, group discussion has been developed into various kinds such as small group discussion, forum group discussion and others. In this case, the researchers emphasize in the use of forum group discussion or FGD. In generally, forum group discussion is usually used in the leadership training, economical discussion, political discussion and others.

As we know, forum group discussion needs the learners' responsibility in joining the discussion. Yet, it still has a facilitator to control or handle the process of discussion. In addition, the technique requires the learner to be more active than the teacher in every learning activity. It can be called as one of learner centered or a form of learning autonomy. As Holec (1981), Burkert, A., & Schwienhorst, K. (2008) statement, learning autonomy is the capacity of students to take responsibility and control the learning process in order to obtain the knowledge.

The effect of using learning autonomy set is not in line with the offered theory base. As the previous research that is conducted by Sakai et al., (2008), the students in particular East Asia disposed to depend on the teacher because they assume that their teacher should take much responsibility in the classroom. This is a reason why the learners often refuse to join an autonomy class setting. The application of learning autonomy in Asia is not fully success as in Western. Based on Healey (1999), learning autonomy is appropriate to be applied for the US culture because its curriculum is supporting the method. However, Littlewood (1999) states that actually both East Asian and Western students have the same capacity for autonomy by the supporting of the master guide tutor and the language used that promote learning autonomy.

There are several perceptions about learning autonomy wherein Holec (1981) argues that learning autonomy is a part of behaviorism that focuses on the process of learning activity that is running regularly and habitually. While Benson (2001) takes the definition from cognitive aspect, learning autonomy is more than a student's capacity, but it has a thinking process to obtain the knowledge. According to Little (in Benson, 2001), psychological aspect also influences the way student obtains the knowledge. For the example when the classroom is set as autonomy class, it means that the students should learn by themselves or do a student-centered method. Not only formulate what they should learn

by themselves but also they have to consider on what the goal is. Nevertheless, if the students do not like the material or cannot understand it clearly, they probably get difficult on applying learning autonomy. This is called as psychological aspect of learning autonomy.

Discuss about students' perception, as the researchers mentioned before, learning autonomy is an appropriate way to create students' responsibility but the effect of learning autonomy is not good as its goal. According to Chan (2001) who has conducted a research about students' perception on 20 English students of Polytechnic University in Hong Kong shows that the students prefer to learn by themselves, although they still need their teacher's guidance to do an autonomy class. Lastly, Chan, Spratt and Humphreys (2010) who conducted a research on students' perception of teachers' strategy in using learning autonomy method to 508 undergraduate students of Hong Kong Polytechnic University shows that according to the students' opinion, the teacher should has bigger responsibility than the students in the classroom management. Most of the students depend on the teacher. They do not want to set their own learning. It will inhibit the development of learning autonomy.

The exertion of learning autonomy development through FGD is also promoted by STAIN Kediri. Some lecturers try to implement it in order to build the students' responsibility and involvement during learning activity. In fact, the students seem interested on FGD but they still get difficulty for using this strategy. By looking at the statement above, the researchers want to conduct a research about EFLI Students' Perception on Forum Group Discussion at Stain Kediri.

Research Question

This paper is conducted to discover what students of English Department in STAIN Kediri think about learning autonomy especially in Forum Group Discussion (FGD).

METHOD

The study used descriptive research design and has both quantitative and qualitative perspective. Quantitative perspective of the study is the statistical measurement. Meanwhile, the qualitative perspective is the interpretation of the statistical graphic and measurement. The data will be analyzed through sequential explanatory method. In this case, there will be two types of analysis, i.e. Quantitative and qualitative. According to Sugiono (2011), mixed methods is a research methodology that combine or merge both quantitative and qualitative methods in order to get comprehensive, valid, reliable, and objective data.

Participants

The study used Purposive sampling to pick the participants. The participants were 60 students of English department in STAIN Kediri, especially sixth semester. Indeed, the participants considered as the representative of the whole population which is all of the sixth semester's students.

Instrument

A questionnaire and open-ended question type were used for collecting the required data. A questionnaire was given to the English department students of STAIN Kediri, especially sixth semester. The questionnaire was developed from theory itself and several articles related to the subject. The questionnaire used Likert scale as the checklist answer. The researcher has four descriptor appropriate with the statement of question. The respondents should choose their degree of agreement or disagreement by choosing one of four responses or descriptor, which were strongly disagree (1), disagree (2), agree(3), and strongly agree (4).

FINDINGS

Analysis showed that 1 out of 60 (2%) students strongly disagreed that Learning autonomy is comfortable to be applied in teaching and learning activity, 19 out of 60 (32%) disagreed, 31 out of 60 (51%) agreed to the statement, and the rest 9 out of 60 (15%) were strongly agreed.

For the next statement, 1 out of 60 (2%) students strongly disagreed, 28 out of 60 (46 %) students disagreed, 27 out of 60 (45 %) students agreed, and 7 out of 60 (14 %) students strongly agreed that FGD helps them in obtaining a lot of comprehension.

Moreover, 23 out of 60 (38 %) students disagreed that FGD give them difficulties in finding material, 30 out of 60 (50 %) students agreed, and the remaining 7 out of 60 (12%) were strongly agreed.

Furthermore, 4 out of 60 (6 %) students strongly disagreed, and 3 out of 60 (5 %) students disagreed that FGD is an appropriate technique to be applied in autonomous classroom activity, 40 out of 60 (67 %) students agreed, and 13 out of 60 (22 %) students were strongly agreed.

For 21 out of 60 (35 %) students strongly disagreed, 27 out of 60 (45 %) students disagreed, 10 out of 60 (17 %) students agreed, and 2 out of 60 (3 %) students strongly agreed that students do not need lecturer when they get involved in FGD in the classroom.

The next percentages show that 1 out of 60 (2 %) students strongly disagreed, 27 out of 60 (45 %) students disagreed, 29 out of 60 (48 %) students agreed, and 3 out of 60 (5 %) students strongly agreed for the statement "I can implement FGD optimally".

Then, 5 out of 60 (9 %) students strongly disagreed, 9 out of 60 (15 %) students disagreed, 41 out of 60 (68 %) students agreed, and 5 out of 60 (8 %) students strongly agreed that FGD helps them to find many sources.

For the statement FGD increase students' motivation, 2 out of 60 (3 %) students strongly disagreed, 6 out of 60 (10 %) students disagreed, 46 out of 60 (77 %) students agreed, and 6 out of 60 (10 %) students strongly agreed to the statement.

Beside it, 5 out of 60 (9 %) students strongly disagreed, 17 out of 60 (28 %) students disagreed, 33 out of 60 (55 %) students agreed, and 5 out of 60 (8 %) students strongly agreed that each lecturer at English Education Department of STAIN Kediri should apply this method in every subject.

The last, 3 out of 60 (5 %) students strongly disagreed, 22 out of 60 (37 %) students disagreed, 30 out of 60 (50 %) students agreed, and 5 out of 60 (8 %) students strongly disagreed for the statement "I prefer FGD learning model to dependent learning model".

The results illustrated in the following table:

Table 1. Students' Perception Table

No	EFL Students' Perception on Forum Group Discussion at STAIN Kediri	Number and percentage (%) distribution of students on Likert sc			
		Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
1	Learning autonomy is comfortable to be applied in teaching and learning activity.	1 2%	19 32%	31 51%	9 15%
2	I obtain a lot of comprehension in learning autonomy in classroom activity	1 2%	28 46%	27 45%	7 14%
3	I get difficulty in finding appropriate material when using learning autonomy.	0 0%	23 38%	30 50%	7 12%
4	Forum Group Discussion (FGD) is appropriate technique to be applied in autonomous classroom activity.	4 6%	3 5%	40 67%	13 22%
5	I do not need lecturer when I get involved in FGD in the classroom.	21 35%	27 45%	10 17%	2 3%
6	I can implement FGD optimally.	1 2%	27 45%	29 48%	3 5%
7	I get many learning sources when applying FGD	5 9%	9 15%	41 68%	5 8%
8	FGD makes me more motivated in learning material.	2 3%	6 10%	46 77%	6 10%
9	Each lecturer at English Education Department of STAIN Kediri should apply this method in every subject.	5 9%	17 28%	33 55%	5 8%

10	I prefer FGD learning model to dependent learning model.	3 5%	22 37%	30 50%	5 8%
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Table 2. The Other Form Of Students' Perception Table

Category	symbol	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	total
Strongly disagree	1	1	1	0	4	21	1	5	2	5	3	43
Disagree	2	19	28	23	3	27	27	9	6	17	22	181
Agree	3	31	27	30	40	10	29	41	46	33	30	317
Strongly agree	4	9	4	7	13	2	3	5	6	5	5	59

DISCUSSION

Based on the finding above, the researchers find some views about the students' perception on FGD. The total of agreement category in each question shows that most of students agree with the concept or the implementation of FGD in learning activity. Moreover, the result of open-ended question shows that the students interest in using FGD although some of them also get trouble in applying this strategy. In addition, most of students prefer to learning autonomy through FGD. Eventhough, the effect of this strategy is not always in line with the concept promoted. However, The researchers argue that FGD is appropriate to be applied in University. In addition, there is no best method that can be applied in all context and situation. On the other words, there is no teaching method which is inherently superior to the others. Tjtaylor (2017). Furthermore, there are some advantages and disadvantages of using FGD in the classroom as follow:

Advantages:

1. The students' role is more dominant

The lecturer will find the different character of his/her students since they are from the different background. The creative lecturer needs to make the teaching and learning process more interesting. it will affect the introvert students to engage in the discussion section. On the other hand, FGD can make students become more active in the classroom. The students are very excited to learn the material so that they will become more active to deliver their ideas. They should search and learn the material previously. It means that they do it independently as their habitual.

From the finding above, 46% or 41 out of 60 students agree that FGD makes them getting many sources when they find material. One of student's arguments explains that the implementation of learning autonomy through FGD can enhance students' participation in class. They find out their material according to the pedagogical goal achieved. They state that they able to share anything information with peers. Two of student's statements are as follows:

"In my opinion, the activity of learning autonomy through FGD is very helpful for the students who are not active talking in front of the classroom. As a result, they will be brave to talk in front of the classroom without any disruption."

Another student states:

"FGD trains the students' activeness, participation and braveness in sharing their knowledge and ideas among their friends. However, there is no meeting point because of two things. The first, the discussion is too wide. The second, there is no lecturers or experts who control the process of discussion."

2. Increasing the students' critical thinking

The students of University are well-known with their critical thinking background. When the lecturers apply FGD as the learning strategy, it will increase the students' curiosity about the material (Bender, 2003; Davis and Hilman Murreall, 1993). In addition, one of participant gave a response through open-ended question as shown below:

"Discussion helps me to understand the material and develop critical thinking. Many advantages gained from discussion process, so that it is very recommended to applying this method in classroom activity."

3. Increasing the students' knowledge and understanding related to the material

FGD can be used as the media of sharing information since it is done by a group of people. The different people will have a different perceptions, ideas, opinions, etc. their differences will be united in the same forum so that it can reach the exactly goals. They will get the conclusion from the discussion. In this case, they will get rich information, knowledge and understanding related to the material. They will know which one is true or false through its process. Dickinson (1995) states that people who are active in learning activity have a better knowledge than passive one. It means that the students can implement FGD optimally. It can be seen from the percentage table number 6 that shows 29 out of 60 students or 48% participant agree on that statement. They will know which one is true or false through its process. One of student's arguments also supports it. "When I join a class with FGD inside, I can share many things and more comfortable in delivering my opinions. Besides that, FGD help me to fulfill my material needed."

4. The students learn to be more tolerant and responsible

Students do not only determine their own material freely but also its sources. It supports the students' curiosity. As the percentage table number 1 shown, 51% or 31 out of 60 students agree that Learning autonomy is comfortable to be applied in teaching and learning activity. One of students argues that learning autonomy is appropriate to be implemented by students of university because they can take responsibility on their discussion activity. "Autonomy learning is very pleasant because it can trains the students brain and teach the students to be more responsible of their obligation. In the STAIN Kediri, I have some experience related to it, e.g. English Prose. The students do the English Prose assignment independently."

5. Increasing the students' motivation

From the question number 8 "FGD makes me more motivated in learning material", 77% or 46 out of 60 students agree with this statement. They state that FGD lead them becomes independent or an autonomous student. some of autonomous learners' characteristic qualities are highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, and making use of every opportunities to improve their learning Chan (2001). Here is the student's opinion:

"FGD motivate me more in learning everything and increase my self-confidence."

Disadvantages:

1. The students have not an adequate knowledge

The researchers found that the students are still lack of knowledge. From the questionnaire number 7, 68% of participants agree that they get many learning sources when applying FGD. In fact, they take the material from unknown sources. As a result, the information becomes untrustworthy so that they still need a confirmation of the truth. It can be seen from one of student's perceptions as follows:

"Sometimes, I get difficulty in comprehending certain material when I join autonomy class through FGD. It is because not all materials can be mastered without teacher or lecturer." Another student also supported this statement by saying, "I feel unconfident with my background of knowledge when apply FGD without lecturer's guidance. I more believe on lecturer's explanation because he or she is the expert on the material."

2. Still needs the lecturer's guidance

We can see on questionnaire number 5 "I do not need lecturer when I get involved in FGD in the classroom" that has 35% strongly disagree and 45% disagree, it means that the students still need lecturer's guidance. They cannot decide which material, steps or goal is the best to be applied in learning autonomy through FGD. Camilleri (1997) states that in a learner autonomous classroom, teachers are needed as a manager, a resource person, and a counselor. From the answer of open-ended question, one of the student's statements is as follows:

"Since the discussion was the method which often used by the lecturers. I got many experience and motivation to get more information about the new topic from that. Meanwhile, the discussion with the peer often gave less solution and it made confusing. Thus, the lecturer's guiding is still needed to make the information which was gotten from the peer discussion become true."

The statement is also supported by the others in different ways.

3. Needs the students' awareness

The method is not success if the students have less awareness to get involve in the process of discussion. It is also promotes by Nunan (1997) that learners should aware to the learning goals and content of the materials. It means that the successful of learning autonomy is influenced by this factor. Jacobs and Farrell (2001) argues that students' teamwork have a significant effect in promoting autonomous learning. If students can discuss actively in a group, they will obtain a lot of material without teachers' pressure (Dörnyei, 2001; Benson, 2001). Due to these theory, it is clear that students should aware to has a good teamwork and be active in a discussion. One of the students says:

"In fact, the awareness of students is very needed in order to make it success. It is not easy to implement autonomy learning in teaching and learning because of less motivation in the students themselves. Moreover, the source of less motivation is coming from the student itself and the environment around him including the facility."

4. Cannot be used persistently

Students get easily bored with the teaching and learning process which is the same. The method should be renewed in order to make the students enjoy with the process. It will affect their way of understanding the material. It means that FGD can be used in the classroom but it can not be used frequently. One of student's statements is as follows:

"The teacher may apply learning autonomy but cannot be applied persistently. As a student, sometimes I feel confuse with certain material. Even, the use of FGD sometimes not applicable because several students maybe do not understand yet with the material offered."

CONCLUSIONS AND SUGGESTIONS

The promotion of learning autonomy through Forum Group Discussion (FGD) is applicable for students of University. Most of students seem to be very enthusiastic on the concept of learning autonomy. After the implementation of FGD as the strategy of learning autonomy, some students get difficulty in comprehending the material. They still depend on their teacher in the classroom and are not ready to join autonomous class. Some others agree with FGD, because it involves them in learning activity and lead them to be autonomous learner. They state that FGD is useful and help them obtain much information without the lecturer's guidance fully. Although the concept of learning autonomy has pro and contra, the sixth semester students of STAIN Kediri supports the lecturers to implement it in the classroom activity. For further research, it is better to observe more about the factor that influences the successful of learning autonomy deeply. In addition, the further researcher can also attempt to implement this strategy on the others degree, material and background in order to know the effectiveness of it.

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PROMOTING LEARNER AUTONOMY (LA) IN EFL CLASSROOM THROUGH THE USE OF WEB-BASED LEARNING

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Abstract: Developing Learning Autonomy (LA) is one way to help students to be successful in learning English in EFL classroom as it is believed that autonomous learners will be more motivated in learning the target language than those who depend on the teacher. However, there are only a few teachers who are aware of the importance of learning autonomy for their students. One way to foster LA is by taking advantages of the availability of technology. There are some reasons why many teachers are able to take advantages of the technology to improve LA such as the efficiency of time allotment, the ease offered by the facilities both for the teacher and the students, and the flexibility in the classroom implementation. There are several kinds of strategies that teachers and language teaching practitioners can implement and practice in their classroom in order to help students improve their learning autonomy dealing with EFL learning. This conceptual paper aims at discussing the importance of fostering students' learning autonomy and several strategies to foster it in EFL classroom through the use of technology.

Keywords: *EFL classroom, learner autonomy, web-based learning*

INTRODUCTION

There is no doubt that the students' success of learning English is influenced by many factors. The issues regarding to those factors do not only deal with English language skills and components, but also go with the elements involving students' characteristics and desire such as motivation, learning style, learner autonomy, and so on. In EFL classrooms, every element needs to be considered for teachers in formulating the suitable strategy that can help learners to be successful language learners.

As one element which is important to observe, learner autonomy (LA) cannot be neglected in dealing with the quality of teaching and learner's language learning development. Having learner autonomy to be referred as the capability of learners in taking control and taking charge of their own learning (Holec, 1981), it is clear that the current practical circumstance must not be left behind since it deals directly with the learner autonomy. It is important for teachers to provide ways for learners to promote learner autonomy since it does influence the success of them in language learning.

The significant development of technology and communication provides everyone, including those people being in academic circumstance, an access to many windows that need to be explored, tried out, and used. The people nowadays, even children, get internet access easily in order to opens opportunity to create, explore, and utilize it in the context of virtual world or webbing world. In addition to its uses for variety of things, web can be used as the basis of learning, especially language learning in which the strategy based is called web-based learning. In other words, in relation to the language teaching, the technology-based learning provides some areas of strategy as the basis, including web-based learning.

In relation to the learner autonomy, there is no guarantee that students can always depend on the teacher or anyone they think capable enough to help them to solve their problem in learning something, especially learning a language. In addition, the capability of learners in taking charge and control of their own learning will be very useful for their future which needs technology development to be taken into account. Involving web-based strategies in promoting learner autonomy will be useful to help learners become successful language learners, whether they are done inside classroom, outside classroom, or both inside and outside classroom.

This study aims at providing some web-based strategies that can be used to promote learner autonomy in EFL classrooms. The strategies provided are the practical ones that are expected to be used by EFL teachers in their classrooms. The strategies are divided into three classifications covering the strategies that are done inside the classroom, outside the classroom, and both inside and outside the classroom.

EFL CLASSROOM

Due to the wide acceptance of learner-centered methods and approaches to teaching EFL classroom, more attention is currently put on the role of the learner in the learning process. Candy (1991) states that no more learners are viewed as passive recipients of information, rather as active interpreters and active learners who process knowledge which they seek based on their own interests and needs. This interest in the learner's role in the learning process has given rise to the concept of learner autonomy, which means the learner's ability to control and take responsibility for their own learning.

An EFL (English as Foreign Language) classroom is in a country where English is not the dominant language. The students share the same language and culture. The teacher may be the only native English speaker they have exposure to. Students have very few opportunities to use English outside the classroom. Students have limited exposure to speak and learn English even the culture, most often through technology like television and others that use internet.

In this study, the researcher will focus to propose some strategies that can be used to foster students' learning autonomy on the secondary level of EFL students due to several considerations. First, students of the secondary level are considered familiar with the internet-based technology. Second, a lot of sources can be found online so it will ease them to study anytime and anywhere.

LEARNER AUTONOMY (LA)

Learner Autonomy in General Definition

Learner Autonomy basically deals with the principle of learning which relates to learner's freedom, independence, and responsibility. According to Guo (2011), learner autonomy refers to a learner taking control of his or her own learning. In line with Guo, Little (2006) and Nunan (2003) both also refers learner autonomy to the ability or capacity to take charge of one's (own) learning proposed by Holec (1981). Hence, many sources related to autonomy learning, including what had been mentioned above, follow Holec's (1981) basic concept. So, principally, the notion of learner autonomy comes when learners are capable of taking control and managing their own learning as well as taking responsibility for it. Then, when the learner goes through the process of which learner autonomy underlies, successful learning process and the accomplishment of the goal will likely be achieved.

Learner Autonomy in ELT

However, in language learning, autonomous learning cannot be deemed as letting the students learn individually since communication and social connection are important as the basis of mastering language. Therefore, in specific correlation between learner autonomy and English language teaching, Sinclair (2000, cited in Borg and Al-Busaidi, 2012) proposed 13 special aspects of it. The aspects are:

- 1) Autonomy is a construct of capacity, 2) Autonomy involves a willingness on the part of the learner to take responsibility for their own learning, 3) The capacity and willingness of learners to take such responsibility is not necessarily innate, 4) Complete autonomy is an idealistic goal, 5) There are degrees of autonomy, 6) The degrees of autonomy are unstable and variable, 7) Autonomy is not simply a matter of placing learners in situations where they have to be independent, 8) Developing autonomy requires conscious awareness of the learning process, 9) Promoting autonomy is not simply a matter of teaching strategies, 10) Autonomy can take place both inside and outside classroom, 11) Autonomy has a social as well as an individual dimension, 12) The promotion of autonomy has a political as well as psychological dimension. (pp. 5)

To comprehend the concept of learner autonomy, looking only at the definition is not enough. One component of autonomous language learning is to share the learning responsibility with others and this social component is involved in autonomous learning. Palfreyman (2003) stated that learner autonomy also deals with the ability of learners to work together in order to obtain mutual benefit and share

responsibility for their success of learning the target language. Many times, it also involves collaboration with teachers. In other words, learners could learn language interdependently by cooperating with peers or requiring assistance and advice from teachers or others. The role of teachers in language learning involving learner autonomy may vary based on the practical condition and the learning strategy used. Practically, learner autonomy has several levels and degrees. However, it is important to ensure that the factors of dependence, independence, and interdependence are in a continuum series in educational process. Nunan (2003) proposes a set of steps, covering nine steps, in relation to implementing strategies that focus on learner autonomy. The nine steps are:

1) Make instruction goals clear to learners, 2) allow learners to create their own goals, 3) encourage learners to use their second language outside the classroom, 4) raise awareness of learning processes, 5) help learners identify their own preferred styles and strategies, 6) encourage learner choice, 7) allow learners to generate their own tasks, 8) encourage learners to become teachers, 9) encourage learners to become researchers. (pp. 196-202)

Among those nine steps, the first three steps focus more on the content, while the rest focuses on the learning process. In relation to those steps and all the literature mentioned, it is clear that learner autonomy is important to be promoted. Therefore, encouragement in the form of media, strategies, and other elements in English teaching-learning process need to involve learner autonomy promotion. Thus, it will help learners to be autonomous learners.

THE USE OF TECHNOLOGY IN ELT

The ways of teaching will change time by time including the activities given and the media used. Using only conventional ways in teaching and learning process will cause students' boredom. As a result, the motivation of the students in learning the target language will decrease gradually. As teachers, they have to be more creative in motivating students from different era and teachers have to upgrade their knowledge related to current media that can be used in teaching process. In this case, teacher nowadays should be familiar with the media-based technology which is easy to access and suitable for current students. According to Ivers (2003), technology is a tool to help teachers get and learn new information, locate lesson plans, participate in collaborative projects, engage in peer discussions and teaching forums, manage student records, and create instructional materials and presentations; in this era, it is very important to use technology than traditional tools since it can benefit nowadays' learners with various characteristics.

However, since there are abundant technology-based learning, teacher should consider what kind of technology tools which are suitable for the students' needs. Teacher can include technology inside, outside, or both inside and outside the classroom for learning process. For example, technology which takes advantages of internet is suitable for nowadays students' needs. Chapelle (2003) shows that internet gives many facilities such as providing extensive international resources from websites, online video clips, and many tools to improve students' English skills. In addition, Millwood (2000) agrees that the availability of the internet gives benefit to the users to have information and knowledge shared by some writers in the virtual environment. It can be used in learning process inside, outside, or both inside and outside the classroom. Thus, in this conceptual paper, the writers explain the implementation of web-based learning tool as one of the technology tools currently provided in students' environment. Moreover, although it will spend more times for the teachers who belong to the group of digital immigrant to learn some media-based technology, still, it gives positive results if finally they can use it effectively. Therefore, these following sessions will discuss how positive the influences of web-based technology to the students if the teacher can use and integrate it into teaching process, what obstacles that might occur in implementing it, and how to use it wisely to meet the teaching objectives.

The Importance of Using Web-Based Learning in EFL Class

Most teachers nowadays will face some challenges in teaching by using conventional methods, for instance, lack of time allotment provided in the school, the difficulty in controlling large class, and so forth. In this case, integrating technology-based learning tool, such as web-based learning tool, in teaching practice is suitable to be conducted to solve the problems, whether it is used fully in classroom interaction as online learning or as blended learning. Hughes (2007) states that a combination of traditional classes and online learning is aimed at optimizing students' retention in a program to get

benefits of both modes of learning. Then, it is known that there are some benefits in integrating web-based learning tool in the teaching practice. Those benefits give motivation in learning target language, getting opportunity for interaction, access to authentic linguistic data and use, and improve students' language skills.

First benefit is encouraging students' motivation in learning the target language. New way of learning which is suitable with current condition can positively attract students' motivation in the learning process. Luo (2013) states that web 2.0 tools are often used to promote learning in the affective learning domain through improving students' motivation as it provides more facilities which are often unavailable in traditional ways of learning. Lightbown & Spada (1999) state that one of the factors affecting the success of second language learning is students' motivation and attitudes. Hence, web-based learning tool as a medium to foster students' motivation in learning the target language is suitable to be integrated in the teaching practice.

Second benefit is opportunities for interaction. Chapelle (2013, cited in Brown & Lee, 2015) explains that language learners can be exposed to various forms of interaction while using technology. In this case, learners have the opportunity to interact virtually by using some technology tools such as the use of web 2.0 tools. It is also supported by Luo (2013) that web-based learning tool can foster students' learning community in which students can interact, get feedback through collaborative writing, and many more. Then, in traditional classes, students gather the target language inputs only in the classroom. Meanwhile, by integrating web-based learning tools, students will be accustomed to using the target language inside and outside the class. Ofcourse, the role of the teachers are very crucial in leading the students to use the target language in the interaction process. So, the use of web-based learning tool is suitable to facilitate the students with more exposures of the target language beyond the classroom. It is also in line with Krashen's monitor model in Lightbown & Spada (1999) that only one way that student acquires language is by exposure to comprehensible input. Therefore, the opportunities for interaction in integrating web-based learning tool in language teaching engage the students in meaningful social interaction and give them more exposures of the target language.

Third benefit of using technology tool in teaching other languages is access to authentic linguistic data and use. Brown and Lee (2015) state it is true that there are some sources available in internet, but teacher can carefully design lesson plans and activities, and select appropriate materials for the students. By choosing one of the suitable web-based learning tools for language teaching, teachers easily insert any materials from available sources in the tool to be read by the students. For traditional ways of learning, it will consume more money to give a lot of materials in each topic to the students. Therefore, by integrating web-based learning tool, teacher can share the appropriate links to the students to help them learning easily by themselves of the target language.

Last but not least benefit of integrating web-based learning tool is enhancing students' language skills. Luo (2013) states that the various facilities in web 2.0 give big chance for the learners to improve their skills. In this case, teacher might design one or more specific skills that students have to master. For example, when the teacher chooses wiki or weblog for the web tool, it gives more chance to the students to develop their writing ability. Lin (2015) shows that using blog can enhance students' writing skill; it is shown by the result of students' pre and post tests. Therefore, the target language mastery depends on what web learning tool that the teacher chooses and designs.

The Obstacles of Using Web-Based Learning in EFL Class

Besides the benefits of using web-based learning, some teachers also find it difficult to optimize web-based learning in the teaching practice. First obstacle is the difficulty in choosing the most appropriate web tool. Ofcourse, without any exact guidance or training, teachers, especially who belong to digital immigrant, will be confused what suitable web-based learning tool should be used for the lesson to meet the students' success. Iver (2003) argues that without any training and standards, it is unlikely that the classroom technology-based can be used as a creativity and thinking tool to stimulate higher order thinking skill and cooperative learning. Second obstacle is poor connection. It cannot be avoided that in using technology, the problems in terms of connection likely occurs in the learning process. Luo (2013) agrees that poor connection highly affects the learning process, especially decreasing students' motivation to continue the learning process. Omar et al (2015) assert that in terms of bad internet connectivity, it can cause communication disruptions between the students and teachers.

Third obstacle is that challenging in the use of e-learning. In this topic, different students will get different results. Meanwhile, most students with little or no previous experience with the web tool used for

learning language will face some problems. Omar et al (2015) show that in their study, students not only learn the language but also have to understand the works of the system. Therefore, the students will be busy in learning the system rather than the target language.

STRATEGY WITH TECHNOLOGY

Inside the Classroom: Podcast

The development and diffusion of software for producing, uploading, downloading and playing digital audio files (i.e., podcasts) make the flexible use of a wide range of audio material easier than ever for language learners. Hegelheimer and O'Bryan (2009) conducted a review of podcast resources and technologies for second-language education, highlighting one resource, ESLpod.com, which includes more than 500 free downloadable audio files organized by topic and developed especially for English-language learners. Other premade podcasts are available to promote academic listening skills, facilitate preparation for listening tests, provide grammar tips or cover business English topics. As O'Bryan and Hegelheimer (2007) point out, beyond providing listening material for in-class use, podcasts can be a repository of classroom discussions or lectures for use outside of class to extend and amplify autonomous learning.

Podcast is an episodic series of digital audio file made available on the internet which the user can download and listen to. This strategy can be conducted inside the language laboratory with podcast available in the students' computer. Teacher can select the materials or series of their choice that suitable with the level of students. The selected recordings are given to the students to be played or listen. As the supplementary activity, students are suggested to work on the follow-up questions provided in each section.

Audio podcasts also offer learners the opportunity to record their own speech in multiple genres (reports, simulated broadcasts, oral presentations, etc.) to share with classmates or others (Lu, 2009) or to review themselves later to reflect on their language-learning progress (Warschauer, 2006). Some educators report that students pay especially close attention to detailed aspects of their speech when recording such podcasts.

Since podcasts give language learners access to content at the time and place of their choice, they can be used not only for authentic listening in the classroom but also for self-study outside the classroom. Self-access learning centers in tertiary education are increasingly using them to provide learners with authentic listening materials (Peterson, 2010). Dudney and Hockly (2007) also point out that lectures can be recorded as podcasts so that students who miss a class can download and later listen to them on their computers or mobile devices.

Podcast is a web-based technology strategy and very suitable to promote learner autonomy because it gives several advantages. First, podcasts enable students to access the information anytime they want. Second, students can download the material of their choice and listen or watch whenever they are free. The last, teacher can post the lesson and make it available for students he/she cannot attend the class. Thus, students can work individually inside the classroom by the assist of the teacher.

Meanwhile, this strategy brings several disadvantages as well that come along with the implementation. First, there is lack of interactivity among students or between students and teacher. It occurs as students will be busy on their own since they have to work individually using the computer. Next negative point is the recording that uses copyrighted tunes may risk being in violation of intellectual property laws. Therefore, both teacher and students need to be aware in using podcast in the learning process.

Outside Classroom: Blog and Instagram

Blog

Blog is a regular feature appearing as part of an online publication that typically relates to a particular topic and consists of articles and personal commentary by one or more authors. It contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer, also the contents of such a site. In addition, blog is a personal online journal that is frequently updated and intended for general public consumption. Blogs are defined by their format: a series of entries posted to a single page in reverse-chronological order. Blogs generally represents the personality of the author or reflect the purpose of the Web-site that hosts the blog. Topics sometimes include brief

philosophical musing, commentary on internet and other social issues, and links to other sites the author favors, especially those that support a point being made on a post.

This strategy can be conducted outside the classroom, the teacher gives assignment to write something based on the theme on blogs for the students. The students can also find inspiration from other blogs. In addition, they can give comments to their friends' blog. There are three general strengths of blogs, they are in writing, reading, and communication.

First, according to Campbell (2003) the idea of blogs is to promote learner writing practice. Moreover, blogs facilitate learners to have a purpose in writing (Zhang, 2009). Learners can author and manage their blogs independently or collaboratively to update any thoughts, words and opinions (Oravec, 2002). They may write anything they desire based on their own interest that leads learners to independently direct their learning (Ferdig & Trammell, 2004). In addition, blogs work as an online journal in which learners are capable of updating any life-experience.

Second is reading, Pinkman (2005) makes a claim based on his research that blogs potentially enhance learners' reading comprehension. Moreover, Campbell (2003) says that English as a Second Language (ESL) learners mostly take advantage of blogs in reading and writing classes. Students can read blogs to support their assignment as they major in English at home. They use information from blogs to generate or refer to ideas in their assignments. In addition, when they read a blog they will get new vocabulary. It significantly assists her in reading other blogs.

Third is in communication, blogs belong to Computer Mediated Communication (CMC) applications which can be used in asynchronous communication (Murray & Hourigan, 2008). Moreover, blogs serve as convenient media for conversation in which interaction and sharing of learning experiences take place (Du & Wagner, 2007). Blogs can be alternative media to have authentic interactions with online community (Ding, 2008). In English language learning, blogs have involved student interaction not only with information systems but also with other global audiences (Noytim 2010). Moreover, the students can use blogs as a medium to communicate and interact with people online. The comment feature is a salient tool which makes blogging more communicative and interactive (Pinkman, 2005).

By using comment features, they communicate and build mutual interaction. The procedure is the students visit other people's blogs. Afterward, they write comments that may trigger the blog developers to visit her blogs. Sometimes their friend comment on her newest blog posts about the next day's presentation materials. Therefore, they can refine the materials in advance. By this kind of interaction, they have peer-assisted learning that may be useful in developing her language skills if she writes in English. Moreover, they use comments features for interaction. They only had one comment so far but she replied directly to it. In general, they affirm that they can use comment features for interaction. In education, Feldman (2001) suggests that learners can take advantage of the vast use of URLs to improve learning, interaction and communication skills. On the other hands, the weakness for this strategy is using blogs for students need internet connection. When the students do not have a good connection, they cannot access easily. They can go to Wi-Fi area to solve the problem.

Instagram

Instagram is a mobile, desktop, and internet-based photo-sharing application and service that allows users to share pictures and videos either publicly or privately. Instagram lets registered users upload photos or videos to the service. This strategy can be conducted outside the classroom since using social media like Instagram inside classroom are forbidden. The teacher gives the assignment to the student to use Instagram. The teacher creates one Instagram account to be used for members in a classroom. In this step, teacher creates the username and password for the class account and teacher may set the account private after inviting students' original account so only the group members can give comment to each post. After that, the teacher gives the students a stimulating topic to be written as well as posting related picture to give students a concept about what to write. Next, the teacher explains to the students that every student should submit or post their works within the deadline set by the teacher either they will lose the score once they do not submit. In addition, the teacher will use the classroom account to give corrective feedback for students' pictures or photos. Last but not least the teacher assigns the topic should be done three to five times to see the improvement on students' writing.

There are a lot of advantages using Instagram outside the classroom. First, it is one way to improve students' writing proficiency effectively and can solve some problems previously. Students will not find it boring since Instagram is a social media pictures based. Students will busy and being motivated

to find suitable pictures to be posted with a given topic assigned by the teacher. Learning to write is somewhat interesting when it is integrated with pictures or video.

Second, Instagram is a very popular social media used by teenagers nowadays. Every teenager likes to share their life story or recent experience to their community to gain popularity and makes them mentally happy. The students do not need to think where to start writing because they have selected the picture of their selves and it makes them elaborate their idea automatically during the process of selecting the picture, photo or video. They know what to write because they were given the topic from the teacher and they select the photo or picture on their own.

Last but not least, Instagram is able to solve the lack of confidence problems. The motivation of the students will not be decreased because they can keep or set their photo or picture privately once they post it to Instagram. Moreover, other students are allowed to give comments as long as they use English and they use their real account to comment their friends' works. Teacher has the authority to delete unsupportive comments from classroom account.

The weakness of using Instagram for learner autonomy is the students need high connection for uploading Instagram, writing a caption, leaving a comment for their friends. If their connection is not good, there will be a problem to use it.

Inside and Outside Classroom: Edmodo

Edmodo is an online networking application designed for teachers and students or appropriate for school environment. It is basically a tool for within-class communication and also facilitating several ways for teachers to connect with other teachers.

There are some strengths in using Edmodo to be used inside and outside the classroom. First strength is that it is free application. Most teachers often find it difficult in choosing what web-based tool should be used in the classroom practice. Since it is known that Edmodo is free downloaded, it is very helpful to avoid budget issue in the classroom practice. Hence, teacher should not hesitate to use it in order to increase learners' autonomy. Then, facilities provided in Edmodo are very suitable to increase learners' autonomy. Some facilities provided in Edmodo are assessments, peer reviews & critiques, writing projects, backchannel discussions and many more. Those facilities are very helpful to facilitate the students to have more activities that can be done both inside and outside the classroom. Another strength of Edmodo is the flexibility of the application. Edmodo is created for computer and mobile application. Or in another word, students can do it everywhere by working on their mobile phone. In addition, there are five advantages as Aji (2016) has provided in his study which are Edmodo provides a lot of material and resources for teaching and learning process, is easy to upload and giving new material to the students, can be accessed anywhere and anytime, does not need a class, so students will get the best opportunity to improve their skill which cannot get in the large numbers of classroom, and provides facilities that can be handled by the teacher.

CONCLUSION

New technologies provide more tools than ever before for adult learners to hone their language skills through autonomous reading, listening, writing, and interaction. There is also a wide range of new hardware available to assist in these tasks, from low-cost netbook computers to highly interactive tablets such as the iPad to a wide variety of smartphones. Adult language learners are a population with diverse needs who have a combination of functional, vocational or academic purposes for study, and who enter programs at beginning, intermediate or advanced levels with varied proficiencies in different skill areas. The emerging technologies described above provide flexible means to developed language and literacy skills through authentic communication, collaboration, networking, and scaffolding. They represent autonomous learning tools that can be placed in the hands of each individual learner, thus offering excellent ways to meet the needs of diverse students.

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WEEKLY JOURNAL FOR INTENSIVE COURSE WRITING TO FOSTER STUDENTS' CREATIVE WRITING ABILITY

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Abstract: One of the various activities that may trigger learners to write more is by having them write a journal. Even though journal seems not too interesting for learners to put into habit, especially when the journal should be written in English, journal can be very engaging if it is written weekly not every day. The topic to write on should not always be determined by the lecturer. Most of the journal contents need to be based on any kind of occurrences within a week or even any specific event that is recorded accurately in the learners' memory. The lecturer in the class can be a facilitator rather than a mere teacher who instructs the learners to do something. The lecturer in the class can help the learners as they tackle language forms, diction, or even topic. The data of this study were gained through interviews. The objective of the study is to explore the students' attitude towards weekly journal and make some generalization about its effectiveness. The findings indicate that this weekly journal has shown students' improvement in writing; the learners can write more creatively and they have a platform to apply new vocabulary.

Keywords: *writing, weekly journal, creative writing*

INTRODUCTION

Learning autonomy in education nowadays has been massively developed. Holec (1981) defines "autonomy" as the ability to take charge in one's own learning (p.3.) In addition, Benson (2001) views that autonomy involves dimension of control over language learning and teaching process grouped under three main headings—learning management, cognitive processing, and the content of learning. Hence, the idea of self-directed learning which leads to development self-access centre in fact becomes one of focal points in the world of autonomy. In learning English, particularly in order to understand and practice English communicatively, the students have to be able to master four language skills, namely speaking, listening, reading, and writing. Writing is one of the four language skills that involves a number of control variables such as sentence structure or vocabulary. Sometimes those controlled variables create a certain barrier for the students constructing a paragraph such as lack of knowledge towards the topic and vocabulary. To deal with the difficulties in the writing process, it is better for teachers or educators to develop learning autonomy in writing; one of the alternatives to create learning autonomy is by having weekly journal activity. Weekly journal is a journal written by students in the class during their writing class. The topic is sometimes provided by the teacher, sometimes it is not. If the teachers do not provide the topic, the students will write on the topic based on their experiences or feeling. The willingness of the students to write their own topic will lead to creative writing ability which means the ability to write with creativity. Creativity is the involvement of an individual responding in their own ways to the ideas, images, sounds, relationships, and other stimulations found in their past, present, and future environment (Percy, 1981).

Almost everyone viewed writing as an academic product—a formalized task in which teachers or educators assign a "topic" and students are requested to develop their writing based on the given-topic and submit for the teacher to "grade". For example, the teachers or educators provide certain topic based on the textbook material they use in the class. The topic, for instance, is about "hometown" and it requires students to respond in the form of a paragraph written in a particular time with a certain number of words, and teachers evaluate and give the mark. Most writing assignment ask students to demonstrate their knowledge based on the designed material in the textbook which typically contains a number of variables in writing such as content, format, sentence structure, vocabulary, punctuation, spelling, and so forth rather than boost them to speculate, question, or explore ideas. However, writing is considered not only the way for students formulating good structures, yet it is also a forum from students to construct and

articulate their thinking and refine ideas in written form. Ruddle (1993) maintains that writing is a medium for learning rather than a polished product. It means, the act of writing assumes greater importance here—when students can manage to produce actual writing under certain topics and reaction to an experiment or performance. Based on these statements, the researchers try to conduct a research to investigate whether weekly journal can foster students' creative writing ability.

In this research, the researchers try to seek the improvement of the students of Offering A of English Language and Teaching (ELT) students year 2014 in Universitas Negeri Malang who were assigned to write a weekly journal in Intensive Course Writing Class in terms of their motivation to develop the creative writing ability. In this study, the researchers select Offering A ELT because this was the only class in which this activity was carried out.

METHOD

This research was conducted by distributing questionnaire to collect the data. The questionnaire was distributed to Offering A of English Language and Teaching (ELT) students year 2014 in Universitas Negeri Malang. Offering A class year 2014 was the only class in which this strategy was implemented while the other classes were taught by different lecturers using different techniques. Besides conducting a survey, the researchers also gain the supportive theories about the focus of this research from various books and international journals.

The total member of students taking part in this research was eleven students out of eighteen students who were given the invitation to respond to the online form. The questions in the form comprise seven numbers of close-ended question and one open-ended question. The form which was distributed was attached in the Appendix.

FINDINGS AND DISCUSSIONS

The data shows that eleven participants feel excited to have weekly journal activity. Four students do not feel interested in doing that. Though four of them dislike the activity, there was only one student out of eleven who is not encouraged to write more in the class. The data reveals that almost all the students (eleven students) are motivated to write more during the course meeting. So in brief, some students are still encouraged to do writing though they do not really like the activity of doing weekly journal. Below are the chart of percentage of the students who are excited in the class and the chart of percentage of the students who are encouraged to write more during the session.

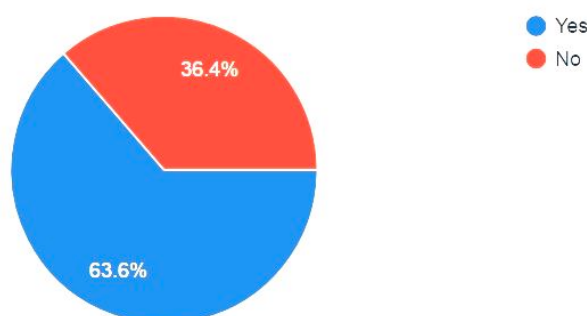


Figure 1: Students who are excited doing weekly journal in the class.

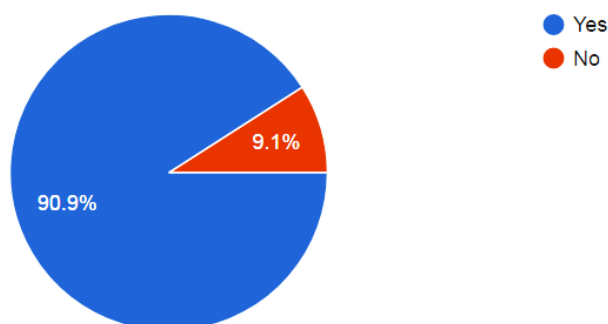


Figure 2: Students who are encouraged to write more in the class

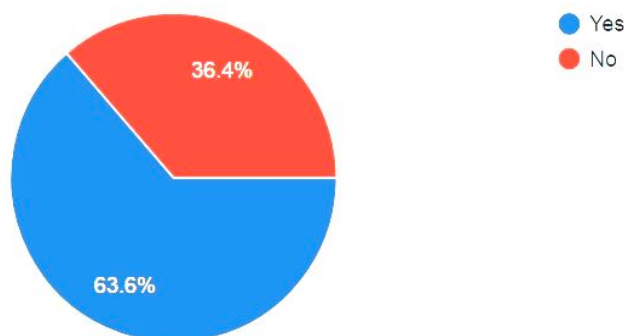


Figure 3: Students who are encouraged to write more outside the class

The study also shows that only seven students are encouraged to write more outside the class. It means there are three students who are encouraged to write more in the class through weekly journal activity; yet these three students are not motivated to do the similar thing outside the class. In addition, there are only four students who own a personal journal and seven who do not. So the researchers assume that there are three students who are encouraged to write outside the class; yet they do not possess a journal. As a margin, one student is not encouraged to write more outside the class and she/he does not own a journal. To sum up, seven students are encouraged to keep up writing outside the class and four students have a personal journal. Below are the chart of percentage of the students who are encouraged to write more outside the class and the chart of percentage of the students who own a personal journal.

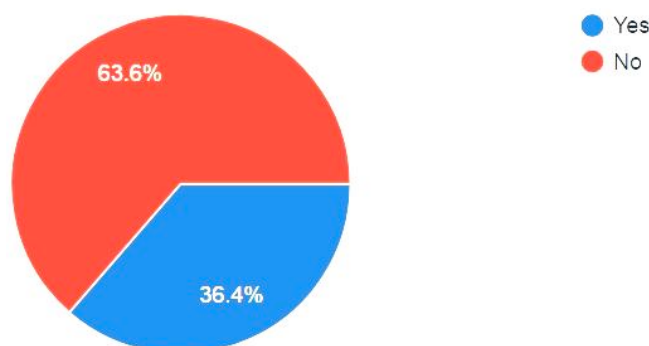


Figure 4: Students who own personal journal

While doing writing activity in the class, the lecturer sometimes assigns a certain topic, but it is not related to academic topic which usually requires the students to corroborate using valid data, strong arguments, logical reasons, and reliable references. For instance, the lecturer picks the topic like "terrible holiday" for students to explore. In Intensive Course Writing the lecturer usually chooses some topics which are related to the students' experiences because the course teaches the very basic writing stages.

The study also reveals that four students prefer to have assigned topic from the lecturer, under the consideration that a particular topic can give a set of limited scope to explore. Then, by having a topic students can write more specifically with a clear focus of what they should develop in their writing. Beside that, a topic can be more challenging and can pave the way for students to think harder of what they should put into paragraphs so cryptic ideas in mind will not perturb their concentration. Below is the table of the answer of open-ended question.

Table 1: Students' opinions towards having a topic in the class

Which one do you find it easier to do, writing freely or writing with a topic? Please tell us your personal reason, It's ok to be in Bahasa Indonesia.	
1	Writing with a topic is easier to do I think because we are given a set of limited topic to explore and it's quite challenging. Having to write a free topic will not make us think harder to discover something new.
2	Writing freely. Ideas will come and flow easily to be written
3	Writing freely. Because when you just are not in a mood to talk about a certain topic, you cannot

	convey an idea effectively.
4	Freely. I think when I was given a topic that I like less, I became less productive in writing while writing freely means I can write whv I like and as I get excited I write more
5	I prefer to write freely than with a topic. I can expand my story the way I want.
6	Freely, because sometimes the topic that the teacher pick is outside of my expertise, different from when I write what I want to write
7	Writing with a topic. Because it eases us to be more specific about what we are writing about.
8	Both are nice
9	When it comes to journal writing, I prefer writing freely because I have many things to write in my journal since I usually, not always, write diary. It's easier for me to do it freely. If a certain topic is decided, it gives me the feeling of burden because I have to do it whether I want it or not.
10	With a topic because to find my own topic is somehow harder
11	On a topic. Karena opini-opini saya akan lebih fokus pada satu hal.

However, seven out of eleven students prefer to have free topics. Six students are convenient when the lecturer does not determine the topic to be written. There are various reasons for this answer. First, ideas will come and flow easily. Second, the students can write productively when they are in a good mood to write on their own preferred topics. Third, the ability to elaborate their ideas becomes easier. Fourth, some topics given by the lecturer are out of students' expertise so they perceive it as burden to be writing more productively. There is one student who do not have any preference whether or not the lecturer should assign a specific topic for each meeting.

Now the researchers intend to distil the following section of how many students own a personal journal, how many of them develop themselves outside the class, and what kind of creative writing they usually practice.

There are four out of eleven students who have a personal journal (see Figure 6). Four students never write any kind of non-academic writing in a week. Seven of them still write with the portion that four of seven sometimes do writing for pleasure and three of seven do it often within a week (see Figure 7). Some of them have arrived at story writing, story drafting, recording experiences of their daily lives and hobbies, fiction writing, taking a space in Instagram caption as their platforms to frame their insights, thoughts, and feelings into words.

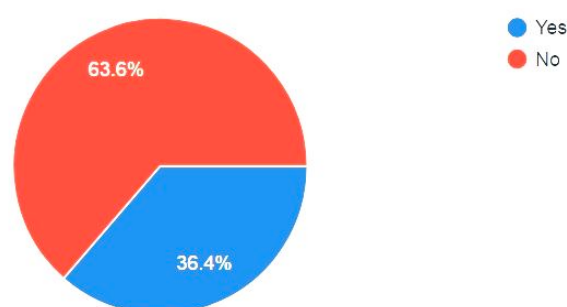


Figure 6: Students who own a personal journal

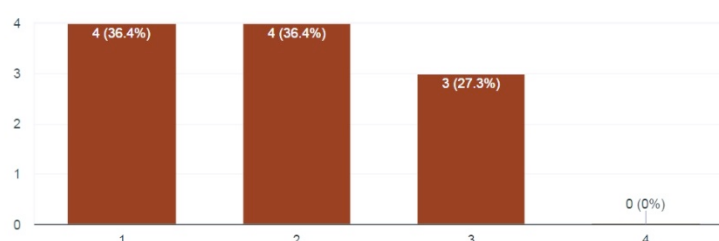


Figure 7: The number of students and their frequency of writing non academic stuff in a week

The researchers presume that creative writing takes part in developing students' creativity in writing skill. There are several benefits from creative writing maintained by (Percy:1981): (1) a tool for self-expression (when somebody has something to say whether it is a kind of happiness, sadness, disappointment, writing those feelings in form of creative writing can be a good alternative of positive self-expressing, (2) a tool for understanding (the act of writing is considered as a time for a writer to reflect, to play around with ideas, to gain new and deeper insights into what he or she feels and believes, (3) a tool to help developing personal satisfaction, pride, and a feeling of self-worth (4) creative writing is a wonderful tool for providing opportunities that have a meaningful impact on the life of a student, very often in ways people in common do not perceive, (5) a tool for increasing awareness and perception of one's environment (the act of writing helps people to understand how to observe one's environment; his intensity and commitment to observe what interests him is inspiring), (6) a tool for active involvement, not passive acceptance (creative writing helps reverse the passive receiver to outflow, create and be actively involved, (7) a tool for developing an understanding of and ability to use the language (creative writing can be invaluable tool in helping people become truly literate).

CONCLUSIONS AND SUGGESTIONS

Some students have developed their learning autonomy by writing non academic writing such as story drafting and having their own journals. Weekly journal activity takes part in encouraging students to write more in the class. In addition, it is also a trigger for students to be more creative and free in expressing their thinking and ideas instead of fulfilling duty to pass a particular subject. Weekly journal becomes the option to be a printed media to develop the students' cognitive aspect especially to create literary work creatively and productively.

Having known that the students are quite excited to have journal writing activity in the class, it is suggested that weekly journal is applied in other classes especially Intro to Literature class and Creative Writing Class.

Generally the lecturer teaches the students by showing some slides containing theories, structure, and pattern of particular literary works. For instance, one day the lecturer teaches about prose, its intrinsic and extrinsic elements, and portraying the wisdom from many perspectives. After telling the students about that, usually the lecturer will show an example and drag the students' attention to read and analyze, for instance, a prose together, an activity which seems to make the class so drowsy. The next activity will be working either in group or individually to analyze another prose by well-known English authors.

The researchers suggest that the students are asked to have a personal journal as book for them to create their own version of short story by paying attention to particular elements and structures. Thus the students will not only learn to analyze others' works but also learn to create their own ideas so that they can deploy everything they have learnt in the class. This activity also becomes a trigger for them to explore more about creative writing as a mean of self-expressing.

Beside that, weekly journal can be applied as a method in Creative Writing class as an elective course. Instead of having compulsory work to be submitted once in a period of time which is usually printed and emailed, the students can be encouraged to create more in their journal. The frequency of involvement in putting ideas in their journals should not be limited; yet the lecturers should check it every meeting so that the lecturer can see the progress of each student since those who usually own a personal journal do not usually write something academic in it, but more about feelings, experience, and thought about what they see, hear, and feel.

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Are you excited doing weekly journal in your writing class?

☐ Yes

☐ No

Picture 1: Question number 1 in the questionnaire form

The same suggestion goes to the following question where the researcher should have asked the reason beneath their Yes and No.

Do you think weekly journal encourage you to write more IN the class ? *

☐ Yes

☐ No

Do you think weekly journal encourage you to write more OUTSIDE the class ? *

☐ Yes

☐ No

Picture 2: Question number 3 and 4 in the questionnaire form

Do you have your own journal (printed or digital version) ? *

☐ Yes

☐ No

Picture 3: Question number 6 in the questionnaire form

Furthermore, the researchers in the long run figure out that asking the question below is not really informative and not necessary since all the participants are in the same class, they should have had the same perception and answer. As the consequence, all answers of the following question are not taken into account.

Did the lecturer sometimes make certain about the topic you should write ? *

☐ Often

☐ Sometimes

☐ Never

Picture 4: Question number 4 in the questionnaire form

Appendix 1

WEEKLY JOURNAL FOR INTENSIVE COURSE (IC) WRITING TO HONE STUDENTS' WRITING ABILITY

Please take a moment to remember your first semester with Ma'am Arwi before answering these following questions, particularly while doing weekly journal (an activity that we usually write anything on our book every week).

Are you excited doing weekly journal in your writing class?

- ☐ Yes
☐ No

Do you think weekly journal encourage you to write more IN the class ? *

- ☐ Yes
☐ No

Do you think weekly journal encourage you to write more OUTSIDE the class ? *

- ☐ Yes
☐ No

Did the lecturer sometimes make certain about the topic you should write ? *

- ☐ Often
☐ Sometimes
☐ Never

Which one do you find it easier to do, writing freely or writing with a topic? *
Please tell us your personal reason, It's ok to be in Bahasa Indonesia.

Long-answer text

Do you have your own journal (printed or digital version) ? *

- ☐ Yes
☐ No

How often do you write non-academic stuff in a week? *

	1	2	3	4	
Never	☐	☐	☐	☐	Quite Often

What is that non-academic stuff you usually write ?

Short-answer text

VIDEO BLOG (VLOG) IN SOCIAL MEDIA TO PROMOTE LEARNERS' AUTONOMY

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Abstract: The current paper explores how teachers use social media to create positive impact for learning English. It is used as a tool for secondary students to practice their English speaking skill. This study involves the Indonesian secondary learners to be a vlog maker in order to give them opportunity in working independently. Monitoring sheet, however, relied on the teacher s' guidance and feedback, as all of the students' performances should be controlled. Vlog in social media was implemented since it can be helpful to motivate and encourage the learners to express their opinions, views, and topics in light with the relevant material based on the syllabus. The researcher believes that video blogging promotes the Indonesian secondary learners' autonomy in English lesson, especially in the way they can get enough exposure outside the classroom to improve their speaking skill. There are two aspects that will be explored on how vlog offers the secondary learners opportunity to practice their English speaking skill. Furthermore, it can be used to build a reflection related to how their performances should be evaluated.

Keywords: *learner's autonomy, vlog, oral communication*

INTRODUCTION

Learner autonomy has received much attention in research and education, partly because there are many students learner-centered approaches and methods to teach English. Egbert and Hanson-Smith (1999) listed learner autonomy as one of the main considerations when teachers are preparing ideal language learning situation. The development of learner autonomy, or learners' ability to take control over their own learning has been one way in which teachers have tried to make links with learners at a more individualized level; it connects classroom learning with out-of-class language use (Holec 1981).

Being able to control the students' own way to learn is very important in today's society. The students need to be able to process some of the information by their own and they can use technology to process it. Technology is important in our daily activity. Internet is considered as the core of modern technology for communication. The world has become more connected and integrated. Vossen and Hagemann (2007) mention that the flat world has allowed people to "interact, play, do business with each other, and collaborate" no matter where they reside. By using technology, the students can explore to learn new things in various innovative ways.

One way to do that is creating a Vlog. A vlog is a kind of blog that combine audio and visual. There are some educational benefits of videoblogging like developing students communicational skills through storytelling, improving their creativity to make a report and story, enhancing their visual literacy, and improving their technical skills to learn how to make a good video by using software. Vlog can be part of design projects in which multiple intelligences are used effectively, students' higher order thinking skills are developed, and problem solving abilities are enhanced through the creation of a product for a real audience (Kahn & Ullah, 1996). Vlog assignments provide opportunities for students to learn both receptive and expressive skills of a language at a comfortable pace and for instructors to maximize in-class time to increase language use and worthwhile discussions as well as to assess students' learning anywhere and anytime (Gale & Kung, 2009).

Technology plays significant role in people everyday lives. The students could use technology particularly video blog which uses video as a primary resource to improve their English oral communication skills. Hence, they tries to develop the video blog based role play lessons to enhance English oral communication skills.

This paper believes that the use of Vlog in teaching and learning activities could help the students developping their communication skills; through the students' pronunciation and fluently.

METHOD

A qualitative case study is a method employed in this study. Merriam (1998) pointed out that a case study is an examination of a specific phenomenon such as; program, person, process an institution, social group or event. This paper is the result of a case study conducted in SMKN 4 Malang which describe teacher's teaching in the real classroom situation.

The instruments used to collect the data are questionnaires which were distributed before they make a videoblogging, semi-structured interview, and observation checklist to evaluate the students' submission in videoblogging task.

FINDINGS AND DISCUSSION

The data for this paper came from students' questionnaires distributed after they make a videoblogging and observation checklist that scores the students' submission in videoblogging task. The following is the result of students' questionnaires:

Table 1: The Result of Students' Questionnaires

Variable	Sub Variable	F
Gender	Female	10
	Male	8
Age	16	7
	17	11
Experience of making Vlog before	Yes	12
	No	5
The ability of using Smartphone and computer	Low	2
	Mid	5
	High	10

The data obtained from semi-structured interview revealed that the respondents in this study liked making a videoblogging because it was interesting, convenient, and collaborative. Furthermore, vlogs gains popularity because they challenge the students to freely express what they want to say. Students could easily record themselves telling their experience in a form of video as what happen in nowadays' social media. However, the purpose of the present study was to investigate the effect of videoblogging on the students' learning self-efficacy. After the students upload the videoblog, other students would give comments. The teacher-researcher then look at the observation checklist that was made before to evaluate the students' performance in the case of pronunciation and fluency. The results were presented below:

Table 2: Evaluation Sheet towards the Use of Vlog

Variable	Sub Variable	Items
Vocabulary	Using various words in the correct usage	1
Grammar	Making grammatically correct sentences	1
Pronunciation	Having clear pronunciation	1
Fluency	Talking confidently and clearly	1

Based on the result of using Vlog, most of the students were talking confidently and clearly because they did not have any pressure in expressing their ideas. They were in a comfortable situation and they could talk everything they like.

CONCLUSIONS AND SUGGESTIONS

In conclusion, videoblogging provides the students opportunities to learn autonomously and practice spoken communication through comfortable space. The process of learning activity was trial and

error, because the students learned from their mistakes and the teacher assisted the students to solve their problems. For the teachers, it minimized the time needed for face-to-face teaching and learning process, while they still can encourage students' language use and worthwhile discussion as well as assesses the students learning anywhere and anytime. The use of instructional videoblogging has increased rapidly with the advent of students learning autonomy to increase their communication skill. Furthermore, the use of vlog for the students will improve their interactive ability and collaborative learning.

Although the research was successfully carried out as planned, there were some limitations which were appeared in this study. First, the number of the students in the classroom was thirty; with a bigger number of participants, more relevant data could be collected to supplement the findings. Second, it was still limited to one skill; which is oral communication. However, it could be developed and utilized to teach and/or learn other English skills. If the students are given more time to do the assignment, possibly, they will make more interesting videoblogging since they are creative students.

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OUT-OF-CLASS ENGLISH LANGUAGE LEARNING: UNIVERSITY STUDENTS' EXPERIENCES IN INDONESIA

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Abstract: This study examines students' out-of-class English language learning experiences in Indonesia, using seven-day learners' journals to collect information about the types of activities for learning English outside the classroom. Six undergraduate English major students participated in the study. The same six students were also interviewed through email-based interviews to get information about the students' difficulties and reasons for conducting out-of-class language learning (OCLL, henceforth). The study found that students tended to focus more on receptive skills (reading and watching) than productive skills. It also revealed that the main reason for conducting OCLL was because OCLL helped students upgrade their English ability or knowledge. Although students believed in the effectiveness of OCLL in improving their English ability or knowledge, they often felt that OCLL was difficult. The main difficulty mentioned was the lack of students' self-discipline and language experts' confirmation and control. However, it is pointed out that despite the difficulties found in conducting OCLL, the participants involved were motivated to constantly find solutions for their problems (e.g. asking their lecturers for help).

Keywords: *English, out-of-class, learning, reasons, difficulties.*

INTRODUCTION

Learning English in the Indonesian EFL context is quite challenging. It often puts many English learners in a difficult situation, which hinders the development of language skills (Lamb, 2002). It happens because in the Indonesian social context, English is not employed in daily communications. It is only used in specific circumstances (e.g. international business meetings). Therefore, the exposure provided for learning English is very low and the opportunities to practice English skills are also limited (Lamb, 2002). Meanwhile, in the Indonesian academic contexts, particularly in secondary schools and university levels, although English has been regarded as one of the compulsory subjects, English has very limited portions of class hours for learning. Secondary school students only learn English for the maximum of four hours a week in quite large classes that lack resources (Lamb, 2002; Novera, 2004), while non-English major university students only learn English for the maximum of four credit points during their study period (Lamb, 2002). Consequently, the exposure to English provided for students during in-class learning processes is extremely limited (Novera, 2004).

In addition, English is rarely treated as a medium of instruction in English classrooms. Both teachers and lecturers often use Bahasa Indonesia to teach English to their students (Dardjowidjojo, 2003 cited in Mattarima & Hamdan, 2011). Therefore, many Indonesian students do not have satisfactory English proficiency after learning English at schools and/or universities for years (Mattarima & Hamdan, 2011). Whereas in fact, the demand for acquiring good English proficiency increases more and more, especially in this globalization era where English is recognized as an international language and needed in almost all sectors of life (e.g. job application).

While in-class learning is not considered enough to prepare and improve students' good mastery of English, out-of-class language learning (OCLL) is crucially needed to be done to help students succeed in mastering English. According to Cotterall and Reinders (2001), OCLL can complement the students' in-class learning if the acquisition of the target language is the goal. To create successful OCLL processes for learning English, students need to choose effective and appropriate activities that suit their needs. There have been a number of studies conducted to find out the types of activities used for learning English either in ESL or EFL contexts.

In an ESL context, Pearson (2004) examined Chinese mainland students in New Zealand and found out that the most favourite activities done by the students in their out-of-class English learning were

receptive skill related activities (e.g. listening news on the radio). The same findings on the tendency of using more receptive skills were also reported by Cotterall and Reinders (2001).

A number of studies done in EFL contexts have also revealed the same findings with the ones conducted in the ESL contexts. Cheng (2015) conducted a study to 164 EFL vocational college students in Taiwan and found that the students used more activities related to receptive skills (listening and reading) than productive skills. Similar results on the preferences of employing more receptive skills were also reported by Lamb (2002), Hyland (2004), Murray (2008), Marefat and Barbari (2009), Sundqvist (2011), and Maros and Saad (2016).

Besides understanding the appropriate types of activities to be conducted in OCLL processes, having strong reasons or motivations for conducting OCLL is also important to support the success of OCLL and create successful English learners (Gan, Humphreys, & Hamp-Lyons, 2004). Cheng (2015), in the same study mentioned previously, found that two main reasons why the participants in her study conducted OCLL were to improve their English proficiency and prepare for its test. In another previous study, Saad, Yunus, and Embi (2013) reported that students conducted OCLL because they need to prepare and complete their assignments. In other words, both studies done by Cheng (2015) and Saad et al. (2013) revealed the same fact that students' reasons for conducting OCLL were because they wanted to pass certain tests/assessments.

Although many researchers have conducted studies on OCLL and found that OCLL significantly contributes to the success of in-class learning, many EFL learners often feel that OCLL is difficult. Some studies conducted revealed that students often face difficulties while conducting OCLL. Bailly (2011) mentioned that three difficulties experienced by her participants were difficulties in collecting the required learning resources, difficulties in choosing the efficient learning strategies, and difficulties in understanding the importance of joining a non-compulsory out-of-class program. Regarding the last difficulties mentioned by Bailly (2011), Pearson (2004) and Cotterall and Reinders (2001) previously reported the same findings which indicated that students experienced difficulties because they did not know the concept of OCLL well.

Considering the importance of OCLL in complementing insufficient in-class learning, studies on OCLL are considered important too as references. It is needed to familiarize students with OCLL concept so that they can effectively take advantage of using OCLL. Due to the limited studies conducted on this topic in Indonesia, especially the ones investigating the students' reasons and difficulties in conducting OCLL, this study is intended to be one of the additional references. It examines OCLL experiences of six English-major students in Indonesia including the activities types conducted, the reasons possessed, and the difficulties found in doing OCLL through learners' journals and email-based interviews. To achieve the purpose of the research, three research questions were formulated, i.e.:

1. What activities do the students report using when learning English outside the classroom?
2. Why do they conduct out-of-class English language learning?
3. What difficulties do they find when learning English outside the classroom?

METHOD

This qualitative research in the form of case study explored the English majors' experiences of learning English outside the classroom in Indonesia. It then analyzed the types of activities done, the reasons underlying the learning, and the difficulties found when conducting OCLL.

Participants

The participants involved were six English majors at a university in Indonesia. They were in intermediate to upper-intermediate English proficiency level and were 21 to 22 years old. They were chosen through the use of convenience sampling procedure involving "those who are available" to be her/his research participants (Dornyei, 2007). To keep the participants' confidentiality, all the participants were assigned with pseudonyms.

Instruments for data collection

There were two instruments used in this study, i.e. learners' diary journals and email-based interviews. The diary journals were written for seven days by each participant and were used to collect the information about the types of activities they conducted. Email-based interviews were then employed

to gather information about the participants' demographic data, the reasons they had, and the difficulties they experienced when conducting OCLL.

To help the participants write the diary journals, a seven-column table with its instructions for journal writing was provided. Both journal table and interview questions used in this study were derived from Hyland's (2004) and the researcher's previous studies on OCLL with some adaptation.

Procedures for data collection

The data were collected through two steps. First, the journal tables were sent to the participants through email. The participants were then instructed to fill in the table each evening for seven days. Second, after the writing of the journals was completed, the interview questions were sent to the participants' emails. They were required to answer the interview questions in two days and sent them back to the researcher after they finished. All the data collected were then analyzed to answer the research questions set.

Data Analysis

To obtain the research findings, the data collected were analyzed using different theme groups. The analysis of the seven-day learners' journals was done by using 13 themes of learning activities (e.g. listening to English songs/voice messages) derived from Pearson's (2004) and Lamb's (2002) studies with some adaptation. The email-based interviews results were then analysed to gather information about the participants' reasons and difficulties during the process of OCLL.

There were three themes employed in analyzing the participants' reasons (e.g. OCLL complemented students' insufficient in-class learning) and six themes used to examine the participants' difficulties (e.g. difficulties in finding necessary resources) that were derived from the participants' answers. The analysis procedures done in this study closely followed the analytical processes for qualitative data proposed by Dornyei (2007), i.e. "transcribing the data, pre-coding and coding, growing ideas – memos, vignettes, profiles, and other forms of data display, and interpreting the data and drawing conclusions" (p. 246). However, since the data collected in this research were written data, this study omitted the transcribing process.

FINDINGS AND DISCUSSION

Findings

The findings are discussed based on the sequence of the research questions (RQ's).

RQ 1. What activities do the students report using when learning English outside the classroom?

Based on the diary journals collected and the categorization derived from Pearson's (2004) and Lamb's (2002) studies, there were thirteen themes used to identify the types of OCLL activities that students reported using for learning English (see Table 1).

Table 1: The types of activities conducted for OCLL

No.	Activities	The frequency of occurrences
1.	Listening to English song/voice messages	10
2.	Writing lesson plan/teaching materials/test/reflective teaching	7
3.	Watching TV programs/movies/videos in English	15
4.	Personal writing	9
5.	Writing undergraduate thesis	12
6.	Speaking casually with friends/peers	5
7.	Speaking to foreigner/foreign friends	1
8.	Speaking to oneself	1
9.	Teaching English to private students	8
10.	Studying grammar/vocabulary by oneself	14
11.	Internet chat	2
12.	Reading books/articles related to study (academic reading)	17
13.	Reading for pleasure (online news /novel/quotes/short story/novel review/poems) in English	10

Activities related to reading and watching were the most frequent activities that students reported using. Academic reading, reading books/articles related to their major, was reported as the first most popular activity chosen by the students with 17 times of occurrences. Watching TV programs, movies and videos in English came second and occurred 15 times. It was followed by the activities for studying grammar/vocabulary, reading for pleasure, listening to English songs/voice messages, personal writing, teaching English to private students, writing lesson plans/materials/tests/reflective teaching, speaking casually with friends/peers, internet chatting, speaking to foreigner/foreign friends, and finally, speaking to oneself. From this result, it can be concluded that the two most common activities used by the participants were reading and watching activities, which in other words, receptive skills-related activities.

RQ 2. Why do they conduct out-of-class English language learning?

There were three themes revealed from the interview results regarding the students' reasons for conducting OCLL (see Table 2).

Table 2: The reasons for conducting OCLL

No.	Reasons	The number of times reported
1.	OCLL complemented students' insufficient learning inside the classroom	2
2.	OCLL made learning more interesting, fun, and flexible	2
3.	OCLL helped students upgrade their English ability/knowledge	4

The first reason mentioned by the participants was that OCLL helped them upgrade their English ability/knowledge. It was mentioned four times in the interview results. The following is two of the participants' answers supporting this first reason:

...and the nature of learning language is to always learn and use, so I upgrade English ability by out-side-class learning simply like learning idiom, slang language, writing poem and so on. (Syahril)

For intentionally cause, I learn English to expand my knowledge and expanding my idea. (Ridho)

The second and the third reasons reported by the students were OCLL made learning more interesting and fun and OCLL complemented their insufficient learning inside the classroom. Both reasons were mentioned for the same number of times, i.e. 2 times each. The comments given by the students regarding these two reasons were as follows:

It is more fun and I can repeat many times the recording that I recorded. (Hasan)
Because I know what teachers give will never enough yet the time is very limited. (Syahril)

The reasons given by the students seemed to show their motivation to learn English and improve their English ability. The students realized that in-class learning would never be enough to help them master English well, thus they willingly and independently conducted OCLL for their own benefits.

RQ 3. What difficulties do they find when learning English outside the classroom?

The interview results revealed that there were six difficulties that students often experienced when conducting OCLL (see Table 3).

Table 3: The difficulties found in conducting OCLL

No.	Difficulties	The number of times mentioned
1.	Students faced difficulties in concentrating due to the wider environment of learning available	2
2.	Students faced difficulties in understanding unfamiliar concept/vocabulary learnt	2
3.	Students lacked self-discipline and language experts' confirmation and control	4
4.	Students used inefficient learning strategies	1
5.	Students faced difficulties in finding necessary resources including partner for speaking, etc.	2
6.	Students lacked confidence	1

The main difficulty faced by the students in this study was that they lacked self-discipline and language experts' confirmation and control. It was reported 4 times by the students. The following were the students' comments about this difficulty:

I also sometimes "out of the goal". When I am intending to read a journal, I sometimes enjoy analysing the structure of the sentence. (Donita)

The most difficult part in learning English outside the classroom is to know whether we learn right or not. (Ridho).

The next difficulties mentioned were difficulties in concentrating due to the wider environment available, finding necessary resources, and understanding difficult concept/vocabulary learnt. Lastly, the two least common difficulties mentioned by the students concerned with the lack of confidence and the use of inefficient learning strategies. Another finding revealed from the interview was that several students were able to actively find out the solutions for their own difficulties. One of their answers is as follows:

If I find difficulties I try to find the solution using internet such as google or even You tube, if I still can't understand it, I'll call someone that I regard as an expert, it could be anyone, my friends, teacher, or lecturers. (Alda)

Based on the above findings, it is clear that students need guidance in conducting OCLL, especially from the language experts (e.g. English teachers).

Discussion

Regarding the types of activities conducted for OCLL, there were thirteen types of activities that students reported using. Reading for academic purposes and watching activities appeared to be the two most popular activities among the participants. In other words, the students involved in this study used more receptive skills related activities than productive ones for learning English outside the classroom. This finding was similar to the findings reported by Pearson (2004) and Cotterall and Reinders (2001) in ESL contexts and the findings reported by Cheng (2015), Maros and Saad (2016), Lamb (2002), Hyland (2004), Murray (2008), Marefat and Barbari (2009), and Sundqvist (2011) in EFL contexts. From this similarity, it can be concluded that even though the studies were conducted in different contexts, ESL and EFL contexts, the results found were similar; students tended to use more receptive skills related activities than the productive ones.

The use of different types of activities by the participants in this study has also shown that all participants were very active in doing the OCLL. This may mean that the students involved were successful students who tended to employ high varieties of learning strategies, were highly motivated, and showed good learning management (Gan et al., 2004). Based on the findings revealed from the interview, there were three reasons underlying the practice of OCLL and the most common reason mentioned by the participants was because they wanted to upgrade their English ability/knowledge. This finding was similar to the result reported by Cheng (2015), i.e. to improve participants' English ability or proficiency, but different from the result found in the study done by Saad et al. (2013) which revealed the fact that their participants had done OCLL for preparing and completing assignments.

This study also revealed that although participants involved had set high expectation on OCLL to help them upgrade their English ability and had used some OCLL activities to help their learning, they admitted that they often found OCLL difficult. There were six difficulties experienced by the participants in this study. The main difficulty reported was the lack of participants' self-discipline and language experts' confirmation and control. This finding is in line with the findings mentioned by Bailly (2011), Pearson (2004) and Cotterall and Reinder (2001) that students found OCLL difficult because they were not familiar with the OCLL concept. Thus, they were unsure with their OCLL and were not disciplined in conducting OCLL. It is also clear that the language experts' confirmation and control are important to make students aware of the importance of OCLL, improve their self-discipline, and create successful OCLL practices.

This study results inform the EFL learners and teachers to take benefits of the use of OCLL in creating successful learning and teaching processes. EFL students can get information about the types of OCLL activities, the common reasons underlying the OCLL practice, and the difficulties found in conducting OCLL. As a result, they will be more ready and sure when conducting OCLL. It also gives EFL teachers insight on the importance of OCLL for students, which further gives them knowledge about students' OCLL difficulties so that they can be more prepared to help their students.

CONCLUSIONS AND SUGGESTIONS

To conclude, this study found that the participants involved tended to conduct activities related to reading and watching (receptive skills-related activities). It also revealed that the participants conducted OCLL mainly because they wanted to improve their English ability/knowledge. Lastly, the main difficulty reported by the participants was that they lacked self-discipline and the language experts' confirmation and control.

There are two limitations in this study that need to be improved in the future. First, the number of samples used in this study was very small. Thus, the use of more samples in the next study is expected to give a better result. Second, the use of one research method hindered the researcher to generalize the study findings. The use of mixed methods is hoped to potentially give better, more valid findings.

A study that explores OCLL from the teachers' perspectives seems to be an interesting topic to be researched in the future. It is important to know how teachers view OCLL and its contribution to the learners' language development and how teachers can play a role in guiding learners to conduct OCLL and solve their OCLL difficulties.

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APPENDIXES:

Interview questions (derived from Hyland's (2004) and the pilot study of the researcher)

- 1. Please introduce yourself.**
- 2. How many languages do you speak?**
- 3. Which skill of English do you find most difficult?**
- 4. Do you try to find chances to use English or avoid them as long as you can? Why?**
- 5. Do you learn English outside the classroom? What do you learn?**
- 6. Do you use specific out-of-class language learning activities to help your learning? If yes, what are they?**
- 7. What are your reasons for conducting out-of-class language learning?**
- 8. What difficulties do you find when learning English outside the classroom?**

The dairy journal instructions

In this task, I want you to write a dairy journal every evening for a week. Please use the following guidelines to help you.

1. Please use the journal table provided to help you write the diary journal every evening for one week.
2. Record any activities in English to improve and extend your English.
3. Record all the times (date, duration of activity, and length of activity) and the language skills involved in the activities.
4. Write any reflection on the use of English each day for seven days.

Note: the number of rows can be added based on your need.

No.	Date	Learning activities done	Language skill involved	The time of activity took place	The length of activity	Reflection of learning

ENGAGING ENGLISH: A BLUEPRINT MODULE CONVEYING MATERIALS AND MULTIMODALITY TO FOSTER LEARNING AUTONOMY

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Abstract: Language learning for effective communication requires intensive practices. Since learning itself is a lifelong process, learners should not rely on teachers or tutors all the time. This fact proves that learning autonomy has become urgent. It is therefore recommended to encourage learning autonomy in learning process, especially at regular schools. It includes designing learning activities as well as developing good materials. This paper introduces Engaging English as an alternative module for teachers and learners who are longing for materials that meet their needs for autonomous learning. This module is offered as a blueprint since it also conveys multimodality that provides practices for multimodal learners. The module is originally designed for the 9th graders. However, it enables any levels of English language learning or even any other relevant subjects to duplicate the design of this module. This module allows learning autonomy because the presented materials require learners to explore as well as get exposed to sources and activities. They appear not only as a guidance to understand the lessons but also as effective assistance for learners with multimodality.

Keywords: *Engaging English, module, multimodality, learning autonomy, autonomous learning*

INTRODUCTION

Sirbu (2015) proved the significance of language as a tool of communication through her research. Language has become an essential means of communication among the members of the society. Society consists of human factors that are unique. This fact brings us to a consciousness that learning language is noteworthy to get to an effective communication, while the uniqueness of the members of the society itself requires typical language learning methods. As long as a human lives, he will act within the society. It means that he will keep using his language for communication and at the same time his learning language process will literally never end.

Due to those circumstances, when it comes to learning language either as a second or a foreign language, we assume that lifelong learning demands learning autonomy while a learning process will give its best results only if various learning styles are performed.

Learning English as a foreign language seems problematic. We are able to find various materials for practices with ease. Unfortunately, it does not guarantee the learner's success in performing his language skill. He might be able to accomplish all exercises yet he cannot use his language knowledge to communicate. He is good at tests yet without the existence of his teacher, he loses track of how to deal with the language, especially for communication.

This paper offers a blueprint module dealing with multimodality and autonomous learners. Materials for learning autonomy are intended to guide the learners to become independent learners in the future. They are able to keep learning without the presence of any single teacher or tutor. Considering that every learner is special, this blueprint represents materials as well as relevant activities that allow them to practice and perform their best in accordance with their learning styles.

Research Questions

This paper delivers the following questions as the problems to solve:

1. What kind of module we need to provide to meet the need of learners with multimodality?
2. How should we organize the materials as well as the relevant activities to foster learning autonomy?

LEARNING AUTONOMY AND MULTIMODALITY

The term of autonomy in learning was initiated by Henri Holec in 1981. Learning autonomy is the

ability to take charge of one's own learning (Holec, 1981). While Little (1991) describes autonomy as the learner's psychological relation to the process and content of learning.

Despite the difference definition conveyed by the experts, autonomy emphasizes on self-reliance. Related to learning process, this refers to personal independence in setting goals, materials, methods and tasks.

When learners decide their own learning methods and tasks, as a matter of fact, their choice of learning styles has driven them. Their learning preferences are likely based on their experiences where particular styles are effective and convenient for them.

There are four primary learning styles unveiled by Fleming (2013). Those are visual, aural, read-write and kinaesthetic. People might learn things in various methods. However, certain method is generally dominant. This Fleming's VARK model is also known as the four sensory modalities.

Preconditions for Learning Autonomy

In order to foster learning autonomy we need to provide right materials, relevant activities and strategy, as well as conducive environment, as shown in table 1 below.

Table 1: Requirements for Learning Autonomy

Materials characteristics	▸ Recalls prior knowledge ▸ Allow individual target setting ▸ Allow learner to be observant ▸ Stimulates critical questioning and answering ▸ Allows exploration and collaboration with unlimited learning sources access ▸ Allows critical decision making and inference ▸ Provide self-assessment challenges ▸ Gives opportunity to apply it ▸ Allows self-check, self-test, and evaluation (includes rubrics and answer key) ▸ Provides challenge in productivity ▸ Allows self-reflection ▸ Enables learners to get enrichment
Relevant Activities and Strategy	▸ Learner-centred ▸ Cooperative learning ▸ Problem-based learning situations ▸ Journal writing ▸ Portfolios ▸ Self-assessment ▸ Think-Pair-Share ▸ K-W-L chart ▸ Admit and exit slips ▸ Application cards
Environment	▸ Positive and Motivating ▸ Encourages collaboration ▸ Allows social interaction
Teacher's Roles	▸ Motivating (why, what, how they learn) ▸ Using the target language ▸ Giving opportunities for meaningful contexts and ▸ the target language practice ▸ Giving opportunity to celebrate success, even the small one ▸ Provide learning objectives and rubrics
Learners' attitude and behaviour	▸ Responsibility ▸ Critical reflection (includes individual expectations and self-assessment) ▸ Decision making (decisive) ▸ Independent action ▸ Commitment to use the target language

Table 1 provides information about the characteristics of materials put in the module so that it allows learners to be independent. Materials here should not be the only learning sources in the main module. It is expected to be a guide for the learners to find relevant information from any other sources. Some examples of relevant activities and strategies are applied in order to stimulate learners' critical thinking and productivity. Positive environment is recommended so that each learner feels comfortable to explore their potential. The last but not the least is the roles of both teacher and learners. Commitment and integrity to perform their roles well are the key to foster autonomy.

PRECONDITIONS FOR MULTIMODALITY

As multimodality includes several methods of learning, it is prominent to organize both the materials and activities in such a way so that learners have opportunity to experience different strategies or activities. They are given materials exposure and experiences of sensory modality.

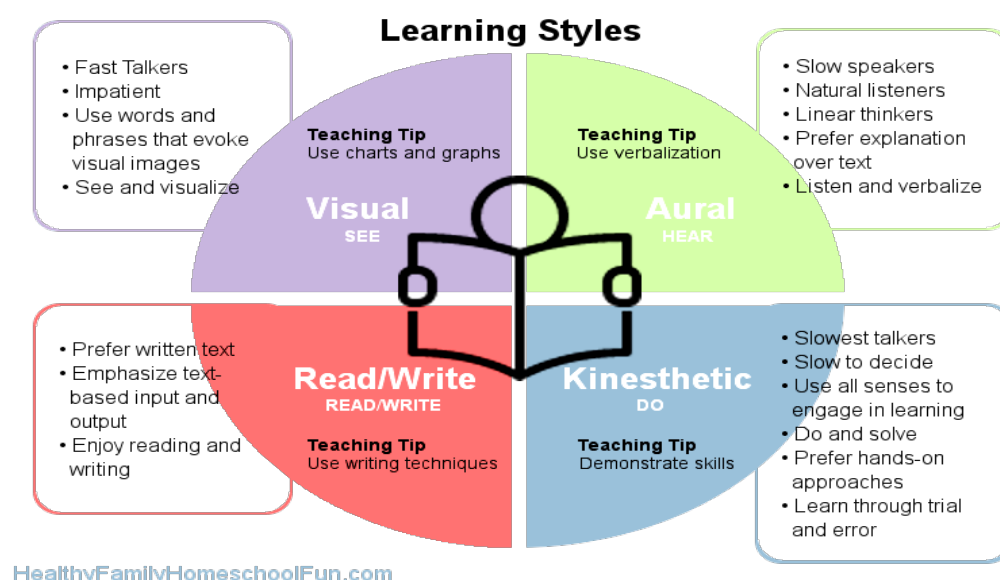


Figure 1: Special Features of Multimodality

Figure 1 promotes special features of multimodality. By recognizing these characteristics, learning materials and activities can be designed in order to meet all multimodal learners' needs. When we insist on the utmost against a condition which is literally contradictory, it is certainly a waste of time.

VARK Learning Styles

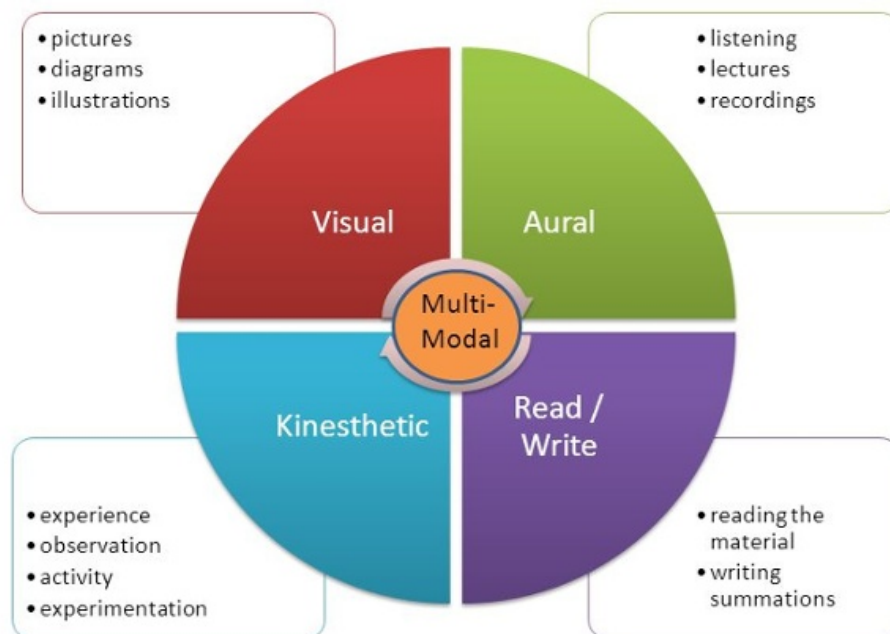


Figure 2: Activities That Meet Multimodal Learners' Needs

Figure 2 provides examples of activities matching the intended learning styles. Visual learners need pictures, diagrams or illustrations. Recordings and lectures will accommodate auditory learners. Those who learn effectively while reading and writing will love reading as well as writing activities to wrap up what they are learning. For kinaesthetic learners, learning by experiences, observations or experiments is crucial.

Table 2: Requirements for Multimodality

Modality	Examples of Sensory Experiences
Visual	▶ Watching relevant videos ▶ Observing illustrations
Auditory	▶ Listening to recorded materials ▶ Reviewing by retelling
Read-write	▶ Reading various sources ▶ Writing summary
Kinaesthetic	▶ Demonstrating the expressions are being learned ▶ Reviewing materials through some active problem-solving games

Table 2 offers examples of real activities in addition to figure 2 above.

ENGAGING ENGLISH

With the concern for multimodality and fostering learning autonomy, a well-integrated learning materials concept is essential. Engaging English, which is primarily intended for the 9th graders of SMPK Kolese Santo Yusup 1 Malang, is proposed to give an alternative to effective English language learning materials and activities. Although this is an English learning module for that particular level, the structure of the materials and the activities allow other relevant subjects to follow, regarding multimodality and learning autonomy.

Engaging English is an English learning module that presents sections A up to S as it is described in table 3 below.

Table 3: Sections of the Module

SECTIONS	TITLES	Activities and Explanation
A	Sounds Familiar	To recall student's prior knowledge/skill to make him ready for the lesson
B	Set Your Goal	Student sets his own target (time management, project/ performance and results)
C	Stuff You Might Need	Brainstorming for vocabulary and other language components
D	Time To Be Observant and Critical	Observation step
E	We Welcome Your Answers and Questions	Stimulating critical questioning and answering
F	Generate Your Own Critical Questions	Questioning step to develop capability to deliver critical questions/ answering and having an effective discussion
G	Let's Explore More	Collecting Info step for exploration through various methods, techniques and collaboration
H	Association	Association step to gain deeper understanding/ comprehension
I	Worksheet	To report the learning process, exercises and self-assessments
J	Communicate	To apply the language components and its social functions in order to communicate effectively, in various forms of activities
K	Can You?	Self-check understanding and competence
L	Test Yourself	Self-test, with attached answer key (part S) to test student's competence and fairness at the same time. A table of recommendation follows the self-test results to help student identify his competence before having a final test and evaluation
M	Demonstrate Your Understanding	Final product or performance
N	Fun Facts/ Wise Words	A time out, casual discussion, small talk
O	Celebrate Your Success	Self-reflection
P	Go Beyond	Enrichment challenge
Q	Make A Contribution	Poll
R	Wrap It Up	Summary
S	Answer Key	The answers of exercises and self-test

Concerning to learning autonomy, every section does its part to stimulate learners' autonomy in learning. The learners need to recall their prior experiences and knowledge (A, C). They have to set their own target, whether it is about the results or the time allotment to finish each chapter (B). Critical thinking supported by exploration and various sources is intensively required dealing with sections D up to I. Sections J, M, P and Q provide good times to bring what they have learned into real experiences through various assessments. Besides having opportunities to do self-evaluation (L,S), the learners also do some self-reflections as sections K, O, R guide them. The final products that they have to perform are absolutely challenges for their learning autonomy, as shown in table 4.

Table 4: Mapping of Final Learning Products

Chapter	Communication and Life Skills	Final Products/Performances (Section M of each chapter)
1	To express hopes and wishes to others, to congratulate others for their fortune/achievement in order to keep good personal relationship with them.	Accurate and positive Social Media updates, comments, and shares
2	To show agreement/disagreement with certain rules/ opinions/ suggestions/ invitations, to give suitable responses to expressions of agreement/disagreement, to give constructive criticism, in order to keep good personal relationship with them.	Asking/giving opinion and alternative solutions based on sensible reasons
3	To either ask or tell others to do or not to do	A testimony of real experience prior

Chapter	Communication and Life Skills	Final Products/Performances (Section M of each chapter)
	something, to give or ask for suggestions.	suggestion
4	To state the purpose/intention of doing something, to ask others about the purpose of certain activities/ actions.	Logical argumentation about rules/ suggestions/ facts
5	To tell others to do something as a suggestion, a command or rules to follow, to ask others not to do things.	State commands/ design rules on situations based on logic, moral, social values, law, and spirituality
6	To choose healthy and safe products, to avoid harmful effects of certain products, to get best results of certain products.	Brief speech on report analysis, giving ranks, and decision making about certain products
7	To follow recipes to get best results effectively, to follow manuals in order to avoid damage or unnecessary accidents, to make recipes and manuals.	Digital manuals/ tutorials
8	To share information with others about events in the past, present and future, to give explanation about the events, whether they are in the past, present or future.	My brief autobiography
9	To tell others about events in the past which are still related to the present, to explain about the events.	5'' CV of a creative/ active/ innovative/ gifted youth
10	To explain the reasons/results of something, to give good examples, to give excuses about something.	Social study journalism and character building
11	To read folklore for oneself or others, to get morals of the stories.	Storytelling
12	To describe objects, to inform events/happenings that the doers are not necessary to mention.	A detective report
13	To obtain general information about animals, natural phenomena and things around us, to construct information about animals, natural phenomena and things around us, to share information about animals, natural phenomena and things around us,	Scientific report through Writing and PPT (or other forms) presentation
14	To understand the promotion of certain goods/services, to explain the quality of the certain product/service based on the information included in the advertisement.	Product/ service review based on analysis and true experience
15	To get the message from the lyrics of the song, to share the message that the song conveys.	Song appreciation

This module accommodates the needs of learners' sensory experiences and learning autonomy through specific materials and activities or learning strategies. The following table explains how it works.

Table 5: How It Works

Titles of Sections	Materials/ Activities	Modality	Sensory Experiences	Autonomy
Sounds Familiar	KWLE (know, wonder, learn, evidence)	Visual Auditory Read/Write Kinaesthetic	Observing pictures or illustrations Listening to learning sources Writing the experience and prior knowledge Moving and repeating while reviewing or making confirmation	Prior Knowledge
Set Your Goal	Skimming	Read/Write	Reading the target lesson fast and making decisions based on self- awareness, self-empowerment, self-target, consultation	Setting target (results and time needed)

Titles of Sections	Materials/ Activities	Modality	Sensory Experiences	Autonomy
Stuff You Might Need	Charts, cards, games on vocabulary	Visual Auditory Read/Write Kinaesthetic	Watching videos, pictures or illustrations Listening to learning sources, listen to classmates' information Reading learning sources Moving around, listening and reciting	Vocabulary brainstorming
Time To Be Observant and Critical	Reading, Writing, Questioning, Answering	Visual	Watching pictures or illustrations, videos and others	Connecting context and meaning, exploring and reading more from various sources
We Welcome Your Answer and Question		Auditory	Listening to recorded materials/ movies/ classmates and teacher	
Generate Your Own Critical Questions		Read/Write	Reading learning sources, writing important points	
Let's Explore More Association		Kinaesthetic	Changing partners, listening and reciting, rearranging stuff as learning aids	
Worksheet				
Communicate	Apply what has been learned	Visual Auditory Read/Write Kinaesthetic	Learning from classmates' performance (watch and listen) Rewriting/retelling Demonstrating through games/performance, VARK Whistle	Experience and self-assessment
Can You?	Reflective questions			Self-reflection
Test Yourself	Self-test	Visual Auditory Read/Write Kinaesthetic	Test/task by observing pictures, figures, videos, etc. Doing oral test, listening test Reading text, reading comprehension, writing and retelling Demonstrating/performing	Self-evaluation
Demonstrate Your Understanding	Demonstrating skills using what has been learned	Visual Auditory Read/Write Kinaesthetic	Understand the instructions and the information delivered in various forms (visual/audio/text) Demonstrate the answer, the solution, and the intended lesson, VARK Whistle	More self-assessment
Fun Facts/ Wise Words	Casual reading materials			Intermezzo
Celebrate Your Success	Reading, writing, sharing, telling, celebrating	Visual Auditory Read/Write Kinaesthetic	Musical VARK Whistle	Self-reflection
Go Beyond	Applying the lesson independently, in form of creativity	Visual Auditory Read/Write Kinaesthetic	Learning from classmates' performance (watch and listen) Rewriting/retelling Demonstrating through games/performance	Self-empowerment
Make A Contribution	Write and share			Social contribution
Wrap It Up	Reread, rewrite, retell, share	Visual Auditory Read/Write	Watching visual information as well as listening to oral ones in order to sum up things Writing the summary	Self-evaluation

Titles of Sections	Materials/ Activities	Modality	Sensory Experiences	Autonomy
		Kinaesthetic	Sharing the summary, getting/changing partners, reciting	
Answer Key	self-evaluation			Self-evaluation

The above table gives an idea of how Engaging English meets the needs of learners with multimodality and that the same time fosters autonomous learning through its contents and exposures.

CONCLUSIONS AND SUGGESTIONS

After analyzing the content of Engaging English and learning the structure of the module we might come to the following conclusions:

1. Engaging English is an English module that is “multimodal learner friendly” due to its detailed activities which are integrated in its materials and exposures. It also allows learners to perform their best quality.
2. Engaging English presents materials that stimulate learners to relate their prior knowledge and skills, as well as to explore more learning resources, that are well-organized and flexible to apply, regarding the characteristics of learners and teacher who are using it.

By considering the above conclusions, Engaging English is recommended to be a blueprint module for relevant subjects that have attentiveness towards multimodality and learning autonomy. However, since this paper is intended to propose and review the concept of the module only, further research on it is needed. The research might examine how effective the module is, which sections that are the most effective and other considerations that are necessary to make Engaging English better.

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RAISING PRONUNCIATION AWARENESS AMONG ENGLISH DEPARTMENT STUDENTS

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Abstract: This study investigates English department students' awareness of their mastery of English pronunciation prior to their internship program. The study identifies the most frequent problematic issues in their pronunciation and recommends solutions to the problems. The study employed a survey research design using questionnaire as the instrument to examine the students' perceptions of their awareness on their pronunciation mastery. The data from the students' questionnaire showed that they were aware of the importance of pronunciation to achieve success in their internship (the field practice program and teaching practice program). However, there were three problematic issues dealing with the students' pronunciation, that is, lack of the knowledge about IPA, mouth positioning and problems dealing with connected speech. The researcher recommended some solutions for the problems by proposing some steps for each of the problems found in the study.

Keywords: *Pronunciation awareness, pronunciation problems, English department students*

INTRODUCTION

The globalization and the advancement of technology has made the role of English as an international language grows more and more important. It also bears a meaning that English has expanded rapidly across nations since globalization era (Jenkins, 2000). It also cannot be denied that English until this very moment has been used, learned and spoken by many people from different linguistic, cultural and geographical background. The facts give no other choice for non-native speakers to communicate with other non-native speakers and native speakers alike. The ability to communicate in English requires the knowledge of pronunciation. Pronunciation is defined as "how words are pronounced" (Cambridge Advanced Learners Dictionary, 3rd ed., 1992).

Pronunciation is considered as one of the important elements in communication skills. Having the awareness of correct and accurate pronunciation will make communication from one person to another runs smoothly and effectively. Pronunciation's important role in the communication might become one reasons of the increasing number of studies or research in the past two decades (Saito, 2012). There are at least questions especially for learners of English as foreign language. They are related to how the progress of learners' L2 pronunciation is associated to pronunciation instruction specifically and to learners' awareness of pronunciation patterns in general. The present study covers the students' awareness on the importance of pronunciation, how they rate their pronunciation mastery and the problems in their learning of pronunciation. The researcher also suggested some solutions to solve the students' problems in learning pronunciation.

As for students or learners of English, specifically students of English department, the importance of mastering how to pronounce is inevitable. To arouse the pronunciation awareness for the non-English department students, most likely they have to learn pronunciation from the language courses which also do not discuss pronunciation specifically or from the sources which they can imitate the sound, words' intonation and stresses. Whereas for English department students, they might take Pronunciation subjects where they can practice the way to pronounce words. Aside from the vast and growing new ideas on English as lingua franca which emphasizes on the intelligibility of English in the communication between non-native speakers of English, the students still need to know and learn how English words and sentences are produced correctly and accurately. Morley (1991) insists that this skill is significant and perceived necessary for learners to be provided with. Teachers can still inform the students on the trends of the teaching and the use of pronunciation to the students as their additional knowledge on the development of the teaching of pronunciation.

The chances for both non-English and English department students are great to make themselves be aware of the opportunities in improving and developing their pronunciation ability. They

are very lucky to be provided with a great number of materials and technologies to learn English. The ease and widespread use of internet makes it possible for English learners to learn English.

METHOD

This study employed survey research design. The participants of this study were 14 (fourteen) students of English Department of State University of Surabaya that was divided into 7 students majoring English education program and 7 students majoring English literature. The students were given a questionnaire and gave their responses on the questionnaire. The questionnaire consists of three parts. The first part is to get the demographic information from the students. The second part deals with students' pronunciation awareness. This part was used to reach the first objective of the study. The last part of the questionnaire is an open-ended questionnaire asking the students to rate their pronunciation skill.

FINDINGS AND DISCUSSION

1. The Students' Pronunciation Awareness and their Self-Rating Pronunciation Skill

Aside from the availability of chances and technology in helping students to make them be aware of the importance of pronunciation in completing their English mastery, they still have problems in mastering pronunciation skill. I did a small-scale research on 14 students majoring in English education and literature program, from English department to find out their opinion and their awareness of their pronunciation and to rate their pronunciation mastery in relation with their departure of the teaching practice and field practice program. The researcher distributed 14 questionnaires for students in both study programs. The questionnaire consists of 16 items Likert-scale and the pronunciation rating consists of 7 items (see Appendix 1). The result of the questionnaire (Table 1) shows that the highest score of the items are from both majors.

Table 1: Result of Pronunciation Awareness from the Total Score of the Items

No		Items with high score			Items with low score	
1	Sastra (literature)	8 (34)			5 (18)	
2	Pendidikan (Education)	1 (33)	8 (33)	10 (33)	2 (10)	

Table 1 shows that the literature program student's highest score (34) is only from item 8 "It is important for me to have a good English pronunciation". Most of the literature program students (6) state that they strongly agree to be able to sound like a native speaker of English. Meanwhile, the education program student's highest score (33) are from item 1 "I would like to sound like a native speaker of English", item 8 "It is important for me to have a good English pronunciation" and item 10 "Listening to authentic English materials would improve my English pronunciation". For each item, most of the education program students (5) state that they strongly agree with the ideas. The interesting finding is with the lowest score. The literature program students' lowest score is 18 for item 5 "Being able to speak native-like speaker's accent, you are perceived as a more intelligent, knowledgeable person than when you speak with a non-native accent". There were 4 students choosing "no opinion" and 3 students choose "somewhat disagree" to the idea. It seems that according to the students they do not really think that it is important to have a native-like speaker's accent. This might be related to the fact that English is needed for their communication only and they do not choose teaching as their professions in the future. Therefore, literature students think that as long as they can pass the message or their English is intelligible, there is no need to be like a native speaker of English. Whereas for education program students, the lowest score is 10 for item 2 "It is alright to keep my local accent when I speak English". There were 4 students choosing "strongly disagree" and 3 students choosing "somewhat disagree" to the idea. The students of education program believed that the ability to master pronunciation is important since they become EFL teachers who will become the role model for the students. However, both findings support each other, in a sense that the students have got the perception or awareness that they have to master pronunciation well.

Part III of the questionnaire is to get the data about the students' self-pronunciation rating scale. In the scale from 1 to 10, the students were asked to rate their pronunciation mastery. The result of the self-rating can be seen in Table 2 below.

Table 2: Students' Own Pronunciation Skill Rating (from 1-10)

No	Name	Pronunciation Skill Rating Items						
		1	2a	2b	2c	2d	2e	3
1	S1 (Literature)	7	7	7	7	7	8	8
2	S2(Literature)	7	7	7	6	6	5	8
3	S3(Literature)	4	6	4	6	6	4	5
4	S4 (Literature)	7	5	6	7	6	7	8
5	S5 (Literature)	7	5	5	7	7	6	7
6	S6 (Literature)	8	8	7	7	8	5	5
7	S7 (Literature)	6	7	6	5	5	5	7
8	S8 (Education)	9	8	8	8	9	9	10
9	S9 (Education)	10	9	10	9	9	9	10
10	S10(Education)	6	7	6	7	8	8	9
11	S11 (Education)	8	10	7	7	8	7	10
12	S12 (Education)	7	6	7	8	7	7	8
13	S13 (Education)	7	4	6	6	7	6	8
14	S14 (Education)	9	7	9	9	9	9	10

As can be seen from table 2, there were 8 students who rated their pronunciation from 7 – 10 (2 from literature program and 6 from education program). They were very confident with their mastery of pronunciation. Six other students rate themselves in the range of 4 to 5 (5 from literature program and 1 from education program) which is quite low. These 6 students' responses indicate that they have problems dealing with their pronunciation mastery. The problems in mastering pronunciation, based on the result of the students' rating of their pronunciation skill, are about the students' knowledge on the IPA symbols, mouth positioning and connected speech.

2. Pronunciation Learning Problems and Solutions

The first problem is related with the students' understanding on how to use and get the IPA (International Phonetic Alphabet) symbol if they want to write the phonetic transcription. The problem is caused mainly by the students' lack of willingness in finding out more about what IPA is. EFL teachers can help the students by doing the following activities:

1. One way is to memorize and intimately get to know the alphabet for yourself so that you can utilize them in the classroom.

2. Many teachers choose to learn the IPA as they go or focus on the most used IPA symbols which are useful for particular groups of students.
3. Teachers give the students the entire alphabet, generally in chart form, and allow them to choose whether they would like to use it or not.
4. It is helpful for students to have some exposure to the International Phonetic Alphabet.

The second problem is about mouth positioning. In the linguistic level, mouth positioning is included into the phonetics. Phonetics is a branch of linguistics that comprises the study of the sounds of human speech, or-in the case of sign languages-the equivalent aspects of sign (O'Grady, Archibald, Arnoff, & Rees-Miller, 2005). To be more specific, mouth positioning is included into the articulatory phonetics which studies the articulation of speech: the position, shape, and movement of articulators or speech organs, such as lips, tongue, and vocal folds. In my instrument, I did not specify which articulatory phonetics the students might find it difficult. Based on my experience in teaching pronunciation practice for one semester and teaching speaking for about 10 years, I can say that the difficulty faced by the students in the area of articulatory phonetics concerns with;

1. Consonant, the students have difficulty in the articulatory phonetics related with places of articulation in the vocal track, especially producing dental sounds / θ, ð /; and postal alveolar /ʃ, ʒ/
2. Vowels, the students usually have problems in producing the vowels such as /ɪ, ʊ, æ, ɒ/ and diphthongs /aʊ, ɪə, ɔɪ, əʊ/

To solve the problems dealing with articulatory phonetics, teachers can do the following teaching steps:

1. Give the students a good model of pronunciation.
2. Let the students see our mouth when we pronounce the words.
3. Focus on one phoneme at a time.
4. Be patient, not too demanding toward the students when it is their first time pronouncing the words.
5. Let the students feel the difference of sounds produced and pronounced, such as voiced and voiceless sounds.
6. Give the students plenty of drilling to make them use and pronounce the words correctly.

The third problematic feature in learning pronunciation is dealing with connected speech. Connected speech is spoken language that is used in a continuous sequence, as in normal conversations (Nordquist, 2016). Again, based on my EFL teaching experience, I rarely see and hear the students demonstrate their knowledge and mastery of connected speech in their communication using English. The following is the example of connected speech that the students may have heard or encountered during their learning process. In a recording of a TESOL Spain Presentation on Youtube Mark Hancock makes the following joke:

Patient: Doctor, Doctor, I've got two theik, a near rake, sore rise, bruise darms a stummer cake and I far tall the time.

Doctor: I see, perhaps you'd like to way tin the corridor? (Roberts, 2012)

The example is a good example of how connected speech features that the students may have ever used in their daily communication. In my experience of teaching I had ever heard my students in her presentation said "I wanna report the result of the group discussion....." instead of saying "I want to report the result of the group discussion.....". The features of connected speech covers;

1. Assimilation
This is when the sound at the end of one word changes to make it easier to say the next word.
For example: 'ten boys' sounds like 'tem boys' (the /n/ sound changes to the bilabial /m/ to make it easier to transition to the also bilabial /b/)
2. Catenation
This is when the last consonant of the first word is joined to the first vowel of the next word.

For example: 'an apple' sounds like 'a napple' (Teacher, what is a napple?)

3. Elision

Elision means that you lose a sound in the middle of a consonant cluster, sometimes from the middle of a word. E.g. 'sandwich' becomes 'sanwich'. Or from the end of a word.

For example: 'fish and chips' 'fishnchips'

4. Intrusion

This is when an extra sound 'intrudes'. There are three sounds that often do this /r/ /j/ and /w/

For example: 'go on' sounds like 'gowon'

I agree sounds like 'aiyagree'

5. Contractions (e.g. "they will=they'll)

6. Weak Forms of Words (e.g. the citation form of not in do not go can be contracted as in don't go or even further reduced as don go) (Roberts, 2012; Brown, 2006)

To understand and to be able to make use of connected speech, it is suggested that we need to start with listening skill. By listening to many different kinds and types of speakers and native-speakers of English, we can minimize the problems by missing or not understanding the message due to the presence of connected speech in the listening or spoken materials or in real conversations.

The great challenges which students face in the listening to English alert the teachers of the fact that students should be exposed to connected speech as an inseparable part of the natural language use. Brown (2006) points out that students need to be able to adapt their styles and registers in using language, and the ability to understand and use connected speech is necessary for these adaptations. Some researchers who are aware of the importance of teaching these forms have made a number of suggestions on how to teach connected speech. Some of the ideas can be listed as follows:

1. Using background knowledge and relating prior knowledge to the new information contained in the spoken text. It is also important to pre-teach these forms (Hasan, 2000);
2. Using rhyme and verse as a means of teaching problematic sounds, including reduced forms (Marks, 1999);
3. Promoting practice through cloze tests and dictation;
4. Analyzing spoken discourse and conducting meaningful, purposeful, communicative and task-based activities;
5. Introducing from one to five new reduced forms and explaining how they are reduced at the beginning of each class;
6. Giving dictation of sentences, repeating each sentence twice with relaxed or fast pronunciation;
7. Incorporating the reduced forms into exchanges with the students;
8. Keeping listening journals as a homework assignment;
9. Using games and competitions and various types of cloze exercises, such as songs, dialogues, news broadcasts and interviews (Norris, 1995 in Coskun, 2011)

CONCLUSIONS AND SUGGESTIONS

The teaching of pronunciation is still important until the present day to arouse students' consciousness on the importance of pronunciation for their communication. Even with the emergence of English as lingua franca, the attention of the correct and accuracy of pronouncing words in English still need to be underlined. The emphasis of the teaching should cover all the aspects of pronunciation. Teachers need to give more attention for both supra-segmental and segmental features of pronunciation since majority of learners believe that supra-segmental aspects are as important as segmental ones. Teachers also need to develop pronunciation tasks and activities to help students improve their pronunciation learning strategies, enable them to be autonomous and communicate successfully in English. The students can make use of the technology, such as internet, as the source of supplementary materials in gaining the knowledge and helping them to practice their pronunciation outside the classroom. After all, they are taught to become autonomous and creative learners.

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Appendix 1

Student's Pronunciation Awareness Questionnaire

Directions: This questionnaire is designed to help us gain a better understanding of the students' awareness of their pronunciation skill. Please indicate your opinion about each of the statements below.
Your identity and answers are confidential.

Part I. Personal Background Information

Instruction: Give a check (√) on the choices given.

Name/NIM	
Age group	20-22 () 23-25 () 26-28 () 29-31 () 31+ ()
Other foreign language(s)	Korean () Chinese () Germany () Other ()
Years of formal English study	5-8 () 9-12 () 13-16 () 16+ ()
Years of teaching English informally	Less than 1 year () 1-2 () 2-3 () 3-4 () 4+ ()
Experience in pronunciation training program	

Part II. Questionnaire about Pronunciation Awareness

Instruction: Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement

KEY: 1. Strongly disagree 2. Somewhat disagree 3. No opinion 4. Somewhat agree
5. Strongly agree

No	Items	Scale
1	I would like to sound like a native speaker of English.	1 2 3 4 5
2	It is alright to keep my local accent when I speak English.	1 2 3 4 5
3	There is a great deal of attention on correct native-like	1 2 3 4 5

	pronunciation in my English Department.	
4	It is acceptable to sound like a Non Native Speakers, as long as you are understood by others.	1 2 3 4 5
5	Being able to speak native-like speaker's accent, you are perceived as a more intelligent, knowledgeable person than when you speak with a non-native accent.	1 2 3 4 5
6	The teaching of pronunciation nowadays should give more focus on the intelligibility than on the correct pr of the language.	1 2 3 4 5
7	Teachers of English should have native-like pronunciation.	1 2 3 4 5
8	It is important for me to have good English pronunciation	1 2 3 4 5
9	Students should aim for native English pronunciation	1 2 3 4 5
10	Listening to authentic English materials would improve my English pronunciation	1 2 3 4 5
11	Joining practical phonetics classes can help me understand pronunciation better	1 2 3 4 5
12	Trying to make contacts with native speakers of English would improve my pronunciation	1 2 3 4 5
13	Imitating authentic speech is good way of practicing to master pronunciation	1 2 3 4 5
14	Doing self-study on pronunciation is helpful in improving my pronunciation	1 2 3 4 5
15	The feature that causes miscommunication in English the most is a non-native accent.	1 2 3 4 5
16	I am proud of my own English accent.	1 2 3 4 5

Part III. Students' Own Pronunciation Awareness and Skill Rating Scale

In the scale 1 to 10, how would you rate your awareness of your pronunciation skill?

1. In general, how would you rate your awareness and skill in pronunciation? (.....)

2. Specifically, how would you rate your awareness and skill about:

- the International Phonetic Alphabet (IPA) symbols? (.....)
- mouth positioning? (.....)
- words and sentences stresses? (.....)
- intonation? (.....)
- connected speech? (.....)

3. In relation to your teaching practice program (PPL) or field practice program (PKL), how would you rate the importance of having a good pronunciation skill for the two programs? (.....)

(Adapted from Nowacka, 2012)

IMPLEMENTING QUESTION ANSWER RELATIONSHIP FOR UNIVERSITY EFL STUDENTS

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Abstract: In Mahasaraswati Denpasar University, basic reading course is provided for the second semester students. The course's level of difficulty is quite similar to that taken by secondary students. However, students had problems in comprehending short and simple passages. In addition, the time limitation and the large number of students in a class make students have more problems in comprehending the passages. Therefore, a communicative treatment is needed. Question-answer relationship was implemented as the strategy to help them. The strategy provides students with communicative teaching and promotes students' learning autonomy. This paper discusses a classroom action research that is aimed at improving the students' reading comprehension and promoting students' learning autonomy.

Keywords: *learning autonomy, reading comprehension, question answer relationship*

INTRODUCTION

Rationale

In Mahasaraswati Denpasar University, basic reading course is provided for the second semester students. The level of difficulty of the course is quite similar to the reading course given to secondary school students. However, the students at the university seem to still have problems in comprehending simple passages, which involves finding out main ideas, specific information, textual reference, and word meaning based on the context.

The researcher conducted a research in 2F class of English Education Study Program. In the first meeting, when he did brainstorming about the course, they seemed to have problems in responding to the given questions. At that time, the material was a short descriptive text. The researcher asked the students to read the text and gave questions afterwards. He set the teaching and learning process as communicative as possible. All questions concerned the four main aspects in reading comprehension: main ideas, specific information, textual reference, and word meaning.

During the reading session, all of the students did the task individually and then answered the comprehension questions related to the text in their exercise book. The fact was that, when the researcher asked them to raise hand and answered the questions related to the text, the students just kept silent and seemed to be reluctant to answer the questions. When the researcher asked them the reason for their reluctance, they admitted that they struggled with the difficult words that hindered their understanding. They needed time to translate the words by consulting the dictionary. They could not guess the meaning from the context. Then, they asked the researcher to tell them the meaning of the words. After the researcher told them the meaning of the difficult words, the students were able to understand the content of the text. It confirms their difficulty in reading comprehension.

In addition, while answering the question, the students had problem in answering the question which related to finding main ideas. They asked the researcher to help them by giving them a clue for the answer to the question. Unfortunately, they could not answer all the questions because of the time. The students spent the time finding out the meaning of the difficult words. Additionally, the size of the class was big enough. It made it difficult for the researcher to share his attention equally to the students and he had to speak loudly in order that all students could hear the explanation and instruction given.

The researcher then did an informal interview with the students. They said that their problem occurred because they had difficulty understanding the meaning of particular words. It made them uninterested in reading activity, especially in comprehending a reading text. They always asked the researcher to translate it first into Bahasa Indonesia. Because they lacked vocabulary, they could not get the meaning and textual reference of a long sentence given.

The researcher conducted a pre-test in the first meeting. It was for the sake of rechecking the

problems of the students and knowing how serious their problem was. It could be reported that the students' reading comprehension was insufficient so that it influenced their achievement. The mean score that the students obtained in the pre-test was 50.73 which was categorized as below the minimum standard.

Based on the problems arising in the classroom, the researcher was interested to use Question-Answer Relationships (QAR) to improve the students' reading comprehension and promote autonomous learning.

Theoretical Framework

There are four levels of questions in implementing QAR. They are divided into two sections based on the location of the answers. Table 1 is the framework and summary of QAR.

Table 1: The QAR framework (adapted from Raphael & Au, 2005)

Reading Cycle	QAR	Comprehension Strategies	Questions
Before Reading	On My Own	Activating prior Knowledge	From the title, what do I already know that can connect me to the text?
	Author and Me	Predicting and Visualizing	From the title or illustrations, what might this text be about?
During Reading	Author and Me	Making simple and complex inferences	What do you think will happen next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to locate information	Who is the main character? What are some words that describe the setting?
	Think and Search	Summarizing, clarifying, and making simple inferences	What is the problem and how is it resolved? What are the important events? What role do the characters play in the story?
	Author and Me	Distinguishing fact and opinion	What is the author's message? How well does the author make his argument?
			Find evidence in the text to support an argument.
After Reading	Author and Me	Distinguishing fact and opinion	What is the author's message? How well does the author make his argument?
	Think and Search	Identifying Important information	Find evidence in the text to support an argument.

METHOD

This study is basically designed to improve the students' reading comprehension, especially in helping them answer the questions to determine the topic, main idea, and supporting ideas of the text in the Basic Reading course. The subject of the research is the 2F class students of the English Education Study Program of Mahasaraswati Denpasar University in the academic year 2016/2017. There were 39 students altogether.

Related to this issue, the research design is a collaborative Classroom Action Research (CAR) by adapting the Kemmis and Mc Taggart's model of research design through a cyclical process by adding the preliminary study before setting up the planning, implementing, observing, and reflecting in a cycle (Kemmis & Mc Taggart, in Koshy, 2005, p. 4).

It is a cyclic process which consists of planning, action, observation, and reflection. The cyclic process of the study is presented in figure 1.

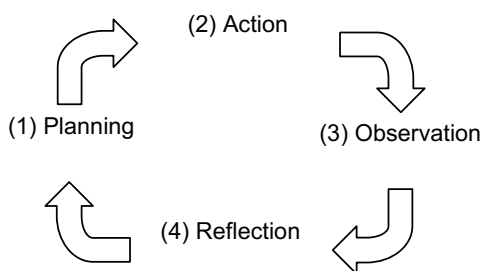


Figure 1: Classroom Action Research Cycle

Based on figure 1, the procedure of the study started with planning. The planning was done to prepare the things that were needed to conduct all of the steps in each action and instruments needed in collecting the data. The researcher made four preparations in planning stages as follows:

1. preparing the strategy to solve the students' problem in reading comprehension;
2. preparing the material that matched the application of QAR and potentially improved students' reading comprehension;
3. setting up the teaching scenario that was used in every cycle; and
4. preparing the entire research instrument during the cycle. There were three instruments which were used in this study, namely: the tests which were used in pre-test and post-test for each cycle, researcher's diary, and questionnaires.

The second step is action. In this stage, the Question Answer Relationship (QAR) strategy was implemented in the form of teaching scenario. The stages that were done in the classroom in every cycle can be explained below:

1. introducing the QAR strategy;
2. creating QAR questions from small sections of text (not longer than five sentences) for each of the four levels;
3. giving the students sample questions to answer in small groups and identify which of the QAR levels they used; and
4. having students work individually on questions from longer passages and getting students to examine the types of questions in their textbooks.

Then, observation is conducted in order to observe the process of teaching and learning in the classroom. Observation was carried out to see whether the implementation of QAR could improve the students' reading comprehension.

The last step was reflection. It was done at the end of each cycle. The reflection came from the result of observation that showed the weakness and the strength of the action. The result of post-test was compared with the result of the pre-test in order to know whether the students gained improvement in their reading comprehension. The result of the researcher's diary and the questionnaire was used to know the students' response toward the activity that was done during the action.

There were two kinds of data obtained in this study. They were quantitative and qualitative data. The qualitative data was obtained from the researcher's diary and questionnaire. Meanwhile, the quantitative data was obtained from the scoring rubric of the students' reading comprehension. The obtained data was analyzed descriptively. The students' improvement was analyzed from the mean score gained by every group that was established after the pre-test had been administrated.

The data that was found in each cycle was compared to the data on pre-test. It was done to know the students' improvement in their reading comprehension. The research could be said successful if 100% of the students had reached the minimum score, that is 70 (as the criteria of success) and they are active during the teaching and learning process.

FINDINGS AND DISCUSSION

The research was done in 2F class of English Education Study Program in two cycles. The lesson plan in each cycle focused on improving students' reading comprehension by using Question-Answer Relationships (QAR). The material was based on the learning contract that had been prepared by the researcher.

In cycle one, the teaching and learning activity started with greeting and roll call. Then the researcher gave the students a text. After that he did brainstorming by asking the students the topic of the text. He asked the students to read the text quickly afterwards and asked if there are some difficult words. He divided the students into groups of four and explained how to use QAR in answering the questions. Then he asked them to practice differentiating the kinds of questions using QAR, and then use it to answer the questions. He approached one group to another. Finally the lesson closed by reviewing the material given and saying goodbye.

There were two weaknesses in cycle one: students' lacking vocabulary and identifying "Think and Search" and "Author and Me". The main problem is the vocabulary. Therefore in cycle two, the step in delivering the material in class was the same as cycle one. However, the researcher put emphasis on vocabulary through group discussion.

Based on the result of the observation and the test from cycle one and two, it could be seen that the students' reading comprehension was increasing. They could demonstrate the indicators of reading comprehension by using QAR, such as: finding main ideas; finding explicit information; finding implicit information; and guessing information from the text.

The research finding showed two main points: improvement in students' reading comprehension and improvement in classroom situation. The findings of the study showed that the use of QAR improved students' reading comprehension. Their ability improved from cycle to cycle. It could be seen through the improvement of all reading aspects or indicators: finding main idea, implicit information, and explicit information and guessing information from the text. The students' ability in comprehending the given text improved because they were taught to read and answer the questions in an effective way.

In addition, QAR can help the reader become efficient in reading. First, QAR "In My Head: On My Own" helped them to build the information of the reading topic. The researcher asked the students several questions which arouse their interest in knowing more about the text. Second, QAR "In the Book: Right There" helped the students to answer the explicit question effectively. The questions which used this strategy are WH-questions, such as What, Where, When, and Who. Third, QAR "In the Book: Think and Search" helped the students to answer finding main idea and implicit information. The students had to think the answer and then searched the answer in the text by using scanning and skimming technique. The answers were in the text. However, the details necessary to answer the questions were in more than one location. The students needed to summarize it. This question required the students to think about idea and information in the passage, whether they are related to each other or not. Therefore, the students have to "think and search" throughout the text and would need to look back at the passage, find the information and then think about how the ideas fit together.

Fourth, QAR helped the students in guessing information. The students guessed the answer by collecting the clue and information in the text. "Author and Me" questions required the students to use ideas and information that were not stated directly in the passage to answer the questions. The students had to analyze some aspects of the text to get the meaning. These questions were based on information provided in the text. However, the students need to relate it to their own knowledge and experience. This finding is supported by the research result stated in pre-test and post-test 2, that the students' average scores of each indicator improved. The mean score between the pre-test and post-test in cycle 1 improves from 50.73 to 65.8. Then it improved in post-test in cycle 2 to 72.68.

Regarding the improvement of class situation, the researcher used smart phone in brainstorming stage to engage the students before he explained QAR. He asked the students to surf on Google about the text that they were interested in. The assumption was when the students read their favorite text, it will make them eager to get the information in the text. Besides, using smart phone to get the text that they like in brainstorming led them into more autonomous learning.

QAR required the students to change their way of thinking. It seemed difficult at first, but by the time it could optimize the students' time in answering the question and more importantly, in understanding the text. The main problem of the students was that they read physically, but did not know what they read. They could not get information from such a text. The researcher used group discussion in applying QAR. It was intended to help the students in sharing and discussing their difficulty in understanding QAR to

their friends in a group. Moreover, he could control the students' discussion by explaining them the strategy directly from one group to the other.

CONCLUSIONS AND SUGGESTIONS

Based on the findings, the researcher concluded that teaching reading by using Question Answer Relationships (QAR) could improve EFL students' reading comprehension. The students' scores improved from the pre-test to post-test. Additionally, the students seemed to be more autonomous and actively involved in the reading class.

This study was subject to the following limitations. The researcher had an access to a limited number of EFL students in second semester. It was only one class that was 2F class of English Education Study Program. It means that the findings might not be generalized to other contexts to a larger degree. So, the result of this study can be incentive for other researchers to conduct studies in different contexts and with a large number of participants.

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SONGS: PROMOTING LEARNER AUTONOMY ON ENGLISH COMPONENTS

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Abstract: Who does not like songs? Most of us like songs either to listen to or sing them as entertainment. Do songs have other functions instead of a mere of entertainment? Studies show songs play an important role in teaching and learning process of English as a Foreign or Second Language. Songs can have both entertaining aspects and pedagogical aspects. Songs can be taught to students of different ages and proficiency levels. They can also be used to teach vocabulary, grammar, and pronunciation. Can songs promote learner autonomy? If they can, how do songs promote learner autonomy? Learner autonomy refers to the students' involvement in all aspect of teaching learning process starting from designing the material, method, technique and classroom management. Thus, it is not easy for teachers who do not know the concept of learner autonomy to involve the students in all activities of teaching learning process. This paper aims to explore the use of songs in promoting learner autonomy especially in studying English grammar, vocabulary and pronunciation. The paper discusses the matter based on theoretical frameworks.

Keywords: *independent learning, lyrics, grammar, vocabulary, pronunciation*

INTRODUCTION

Learning a foreign language is not easy as learners do not communicate using the language in their daily life and in busines. It becomes more difficult when learners do not have autonomy to learn and use it independently. In Indonesia, learners are still very dependent on teachers. Thus, learner autonomy is a crucial matter in language learning. Holec (1981: 3) defines the term learner autonomy as the ability to take charge of one's own learning. It means that learner autonomy refers to the awareness of individual learning. Even though learner autonomy refers to individual learning it does not mean that teachers lose their roles in language teaching in classrooms. Taylor in Shuhong (2004:143) explains that autonomous learning emphasizes learner's own responsibility for his or her learning, but that does not mean that teachers should abandon their rights of organizing and directing the class. Zhuang (2010) states that a teacher is no longer a source of knowledge, but still an instructor or a supervisor in learning. Generally, a teacher plays three different roles: facilitator, counselor and resource (Voller, 1997).

There are techniques to promote learner autonomy in language learning. One of the techniques is using songs since songs are parts of the life of almost all people of different ages. Murphey (1992:4) says that in our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls, at sports events, in our cars and literally everywhere. Songs play an important role in language teaching. Griffiee (1995) claims that using songs in the classroom helps create a friendly and co-operative atmosphere, which is so important for language learning. There are many more that songs can offer.

CONCEPTS OF LEARNER AUTONOMY

Learner autonomy has been widely discussed in education area especially in the field of language acquisition. The word autonomy originally comes from Greek words "auto", which means self, and "nomos", which means rule or law (Voltz, 2008). There are various terms used to denote Learner autonomy, which have similar concepts in language education, such as "learner autonomy", "learner independence", "self-direction", "autonomous learning", and "independent learning" (Ivanovska, 2015).

Benson (1997) distinguishes three broad ways of talking about learner autonomy in language education: 1. a 'technical' perspective, emphasizing skills or strategies for unsupervised learning: specific kinds of activity or process such as the 'metacognitive', 'cognitive', 'social' and other strategies identified by Oxford (1990); 2. a 'psychological' perspective, emphasizing broader attitudes and cognitive abilities which enable the learner to take responsibility for his/her own learning; 3. a 'political' perspective, emphasizing empowerment or emancipation of learners by giving them control over the content and processes of their learning. Further, Jacobs and Farrell (2001) stated that the concept of learner autonomy emphasizes the role of the learners rather than the role of the teacher. Dam (1995) points out

that a gradual move from teacher-centered teaching to a learner-centered class is required in order to enhance learner autonomy in the classroom. In addition, Jacobs and Farrell (2001) state that learner autonomy focuses on the process rather than the product and encourages learners to develop their own purposes for learning and to see learning as a lifelong process.

SONGS IN LANGUAGE LEARNING

There are various ways or methods which can be used to promote learner autonomy in foreign language teaching and learning for students of different ages. One of them is teaching English through song. Schoepp (2001) acknowledges that songs are essential in people's lives and can be valuable when used in ESL and EFL classroom. Lopera (2003:136) states that music may affect the students' moods; it also serves as stimulus, entertainment and a source of joy, not to mention as an effective learning tool. Using songs in ELT is a means to make teaching more enjoyable and effective (Shen, 2009: 88). Further Shen stated that songs serve as perfect language teaching tools since they are a combination of music and language and they offer a countless number of features which can be used in language teaching, for example culture and themes; idiomatic and poetic expressions; therapeutic possibilities. Music also inspires and motivates students regardless their ages or levels of language learning (Schander et al. 2013: 410). Henriksson-Macaulay (2014) states that music training is the only technique that has been proved to enhance the child's intellectual, linguistic and emotional capabilities. Her research showed that only one hour a week of music training improves language skills and increases IQ.

Everybody learns a language mainly from listening, which is followed by speaking (Griffie, 1992; Sevik, 2012). Pasanen (in Kaukonen, 2016: 11) states that in order to understand speech one must be able to listen. In addition, at the early language learning level, teachers can make students practice listening skills by asking them to concentrate on the lyrics of the song and paying attention to, for example, which name, season or colour is mentioned (Pasanen in Kaukonen, 2016 :11). Using songs in the English classroom provides opportunities for students to practice their listening, speaking, writing and reading skills (Lopera, 2003: 137 and Neisa, 2008: 167).

One essential task in incorporating songs in language learning is selecting songs. The songs chosen for teaching purposes should be interesting for students, since one song is most likely to be played more than once (Beasley & Chuang 2008). In selecting songs for classroom use, teacher should consider the students' preference, age, level of difficulty, and relevance of the content (Pasanen in Kaukonen, 2016 :11).

TEACHING THE ENGLISH COMPONENTS THROUGH SONG

Vocabulary mastery is the key in mastering language skills, i.e. listening, reading, speaking and writing. However, it is impossible for teachers to teach all the vocabulary in the classroom due to limited time. Therefore, students should develop their vocabulary outside the classroom by themselves. Sokmen (1997) acknowledges that it is impossible for students to learn all the vocabulary they need in the classroom since there are so many words and teachers cannot spend time within the class time limit. Thus, to develop their vocabulary, language learners are required to improve their learning autonomy and responsibility. Further, Krashen (1989) points out two reasons for devoting attention to vocabulary. First, a large vocabulary is of course essential for mastery of a language. Second, language learners know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem. One way students can enlarge their vocabulary is by listening to music or songs. Music helps children develop cognitive skills, as well as enhances language skills. By singing songs, children learn language appreciation, vocabulary and rhyme (Shipley, 1998). In this case, teachers may give the students worksheet which asks them to find out the meaning, synonym or antonym of the words in the songs they listen to. A song contains many words such as nouns, pronouns, verbs adjectives, adverbs, and prepositions, so there are many ways to teach them.

Using songs in language teaching can also be used to present and reinforces grammatical issues, to create a relaxed atmosphere in the classroom, or to discuss the topic of the song (Lopera 2003: 137). Music teaches grammar and many songs can be used as grammar exercises, especially for teenagers. Saricoban and Mein (2010) states that a teacher should use some well-developed and fascinating techniques in the classroom to make the teaching and learning of grammar effective, beneficial and interesting. Students can also learn about tenses from the lyrics of a song. Song lyrics are usually repetitive, and listening to them may enhance the automatization of in informal English (Schoepp, 2001). There are some techniques that can be used in assessing grammar task by using song. Tsai and

Lin (2001) state that the techniques include filling the blank, multiple choices, matching dialogue, and sentence making.

Neisa (2008: 177) points out that singing songs is a good means for practicing pronunciation which can enhance speaking skills. Students can practice speaking by discussing the theme of the songs and express their opinion about the songs (Neisa, 2008: 177). It is sometimes difficult for foreign language learners to pronounce words correctly. Singing songs is an enjoyable way for students to practice pronunciation (Salcedo, 2010: 66) In addition, Salcedo (2010: 66) acknowledges that it may sometimes be difficult for students to pronounce words in foreign languages correctly, but songs serves an enjoyable means to practice pronunciation. Sigurðardóttir (2011) highlights that using music is a good way to teach pronunciation to children of all ages. Further, she stated that it is good for learners to listen to a variety of pronunciations so that they will know what suits their personalities.

PROMOTING LEARNER AUTONOMY IN MASTERING THE ENGLISH COMPONENTS THROUGH SONGS

An important reason in using songs in teaching the English components is their availability. Songs are easy to access as Schoepp (2001) says the internet access to music, lyrics and activities has made it easier for teachers to effectively use songs in the classroom (Schoepp, 2001). Further, songs is useful in language learning to promote learner motivation as Shen, (2009:94) states listening to English songs will make the EFL learners eager to grasp the target language as well as generate interest and motivation towards it. In addition, Salcedo (2002: 74) adds when teaching students who are non-native speakers and do not live in a target language community, music may be a good way to motivate the students to learn the language. Finally, NCC of Finnish schools (2014) states using music in English teaching in various ways and allowing the students to take part in the learning process helps them to become independent, autonomous learners (in Kaukonen, 2016: 29). In short, promoting learner autonomy in mastering the English components can be achieved through songs.

CONCLUSIONS AND SUGGESTIONS

To conclude, learner autonomy is a crucial aspect of learning ESL/EFL. Teachers should be aware of it and they have responsibility to promote it in teaching learning process to help students achieve success in learning the target language. Songs can be used to promote learner autonomy in learning language components, i.e. vocabulary, grammar, and pronunciation. Researches prove that songs can be used to teach language skills as well.

Using songs to promote learner autonomy in the teaching and learning of English Language components is recommended for teachers. As previously mentioned, songs play important role in language learning, so teachers should not hesitate to use them in the teaching learning process. It is recommended that teachers cooperate with students in selecting songs, designing strategies, arrange schedule and evaluating progress. Thus, the goal of promoting learner autonomy can be achieved.

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RAISING PHONOLOGICAL AWARENESS OF PROSPECTIVE INDONESIAN EFL TEACHERS

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Abstract: Pronunciation has been somewhat neglected in L2 pedagogy compared to grammar and vocabulary. Communicative Language Teaching has deemphasized the importance of pronunciation and relatively excluded pronunciation in many language teaching circles, including that in the EFL context. The role and function of pronunciation are belittled and, oftentimes, teachers are lenient with pronunciation problems. Notwithstanding, pronunciation plays a vital role for successful global communication, which is ineluctable with the growing use of English in the world. Such situations require English teachers to emphasize pronunciation in their classes, although it may be an arduous task. This calls for good pronunciation mastery on the teachers' part. EFL prospective teachers are inevitably affected by the demand to become good models for their future students. Unfortunately, their oral competence has sometimes been found to be inadequate, which may indicate their low pronunciation awareness. This paper attempts to address the issue of prospective Indonesian EFL teachers' pronunciation awareness by discussing their pronunciation problems and to suggest possible ways to raise their phonological awareness, which is the key to pronunciation improvement.

Keywords: *phonological awareness, awareness raising, prospective Indonesian EFL teachers*

INTRODUCTION

Pronunciation has been somewhat neglected in second language pedagogy compared to its sisters, grammar and vocabulary (Reid, 2016). It is seemingly treated as the Cinderella of language teaching, i.e. it is deemed trivial and not as important as grammar and vocabulary. Communicative Language Teaching, the current paradigm of second language teaching, has deemphasized the importance of pronunciation and relatively excluded it in many language teaching circles (Baker, 2013; Reid, 2016), including that in the EFL context. In light of the approach, teachers are more interested in the result of an interaction rather than in the manner of the interaction. The role and function of pronunciation are belittled and, oftentimes, teachers neglect it or show too much tolerance towards pronunciation problems. Such situations open a door to the emergence of classroom dialect which is only understood by classroom members. The unexpected result may impede the real communication outside language classrooms.

The negligence is encouraged by the misconception about World Englishes and the goal of second language pronunciation learning. Developing native or near native accent is no longer relevant. Rather, fostering intelligibility should be the aim. Unfortunately, the idea of intelligibility has been misleadingly perceived as freedom to speak in whatever ways one likes. Accordingly, there is no need to conform to any standards prescribed by the mainstream accents, American English and British English. This misconception has lessened the need to pay attention to precision. Besides, some teachers and researchers have also mistakenly assumed that pronunciation can take care of itself as one's proficiency develops.

Notwithstanding what happens, pronunciation is truly important, particularly among global speakers, because mispronunciation may trigger communication breakdown. Yates and Zielinski (2009: 11) claim that, "Good pronunciation will be understood even if they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and grammar." With the mushrooming use of English in countries beyond the inner circle and the enactment of ASEAN Economic Community (AEC), people from around the world will very probably come and interact with each other in various life domains, such as economy, education, technology, health, and many more. This implies that global communication is ineluctable nowadays since the chances to run into foreigners and to use English are getting bigger. Pronunciation obviously plays a vital role for successful oral communication among global speakers (Baker & Burri, 2016; Reid,

2016; Shah, Othman & Senom, 2017). Thus, English language teachers need to emphasize pronunciation teaching in their classes (Hariri as cited in Benzies, 2013), even though it may be an onerous task.

The neglect over pronunciation skill has greatly contributed to the quality of EFL learners' oral competence, especially with the minimum exposure to English outside language classroom. Shah, Othman and Senom (2017: 194) assert, "The neglect over pronunciation skills is obviously a great contribution to the lack of competency in the English language among the learners." Unexpectedly, this affects prospective EFL teachers as well. There is a pressing need, in fact, that they become good models for their future students. In addition to that, having good pronunciation promotes one's confidence and reveals good image of the speaker (Fraser, 1999; Shah, Othman & Senom, 2017). The inadequate oral competence of prospective EFL teachers may be an indication of their low pronunciation awareness. Since pronunciation is a skill which is improvable, raising phonological awareness is key to its improvement. Hence, it calls for changes in the mind of teachers and researchers to reappraise the significance of pronunciation instruction as it has been somewhat underrepresented in SLA pedagogy (Alghazo, 2015; Baker, 2014; Shah, Othman & Senom, 2017). For these reasons, this paper attempts to address the issue of prospective Indonesian EFL teachers' phonological awareness by discussing their pronunciation problems and suggest possible solutions. The discussion on their pronunciation problems is intended to demonstrate that their phonological awareness needs raising.

PRONUNCIATION PROBLEMS OF PROSPECTIVE INDONESIAN EFL TEACHERS

The pronunciation problems to be discussed concern segmental and suprasegmental levels. The former deals with problems in sound accuracy, whereas the latter only addresses stress placement as one of the representatives of suprasegmental features. The data for discussion were obtained from our observations on the pronunciation learning of prospective Indonesian EFL teachers. The examined words are confined to those that frequently appear in daily life and in their academic realm, especially the field of English education.

From our observations, pronunciation problems that can be detected among these prospective EFL teachers are as follows. On the segmental level, they make faulty sound production in the following contexts. When the sounds do not exist in Indonesian, they tend to replace them with the nearest equivalence they know. The root cause of the problem is the different sound inventories that English and Indonesian have. This is in line with what Ur (1999), and Paulston and Bruder (1976) say that problems appear when a particular sound is inexistent in L1 sound system, or when the sound does exist in L1 language system but it does not behave as a distinct phoneme. The former is usually resolved by substituting the sound with the nearest sound equivalence. For example, measure ['meʒə(r)] is mispronounced as *['mezə(r)] where /ʒ/ is replaced by /z/ and author ['ɔ:θə(r)] is mispronounced as *['aʊtə(r)] or *['ɒtə(r)] whereby /θ/ is replaced by /t/. A similar case also happens to the word method ['meθəd], which is mispronounced as *['mɪtəd]. The mispronunciation of author also illustrates the prospective EFL teachers' problem in pronouncing vowels. Since Indonesian does not recognize long-short vowel distinction, they tend to replace the long vowel /ɔ:/ with its short counterpart or with diphthong /aʊ/. The same problem also happens to diphthongs. For the word focus, *['fɒkəs] or focus *['fɒ'kjʊs] are more often heard than focus ['fəʊkəs].

Next, when the sounds are allophonic in Indonesian but distinct sounds in English, the prospective EFL teachers tend to use the allophones interchangeably without realizing that they are different phonemes and hence may make a difference to meaning. This is illustrated in develop [dɪ'veləp] and present ['prezənt] which are wrongly pronounced as *['defələp] and *['prɪ'sent] whereby the /f/-/v/ and /s/-/z/ are allophonic in Indonesian but separate phonemes in English. Another example can be found in paper ['peɪpə(r)] which is sometimes confused with paper *['pepə(r)]; as a matter of fact, the latter pronunciation refers to a different word pepper. Neutral vowel schwa /ə/ also appears to be problematic for them in that they tend to replace it with other vowel sounds, such as with /ʌ/ in suggest *['sʌ'dʒes(t)], with /e/ in material *['metəriəl] and competence *['kɒmpɪten(s)], with /ʊ/ in curriculum *['kʊ'rɪkələm], and with /ɒ/ in effort *['ɪfət], occur *['ɒ'kjʊ:(r)], and procedure *['prɒ'si:dʒə(r)].

Another problem is related to unusual/unfamiliar sound combinations, such as consonant clusters. When such combinations in English are not permissible in Indonesian, the prospective teachers tend to employ the pattern of sound combinations in Indonesian language. This problem originates from phonotactics, i.e. "the freedoms and restrictions that languages allow in terms of syllable structure" (ANU, 2012). Thus, phonemes that are strung in unfamiliar combinations will surely be problematic. The

examples are found in language and linguistics. Phonemes /g/ and /s/ tend to be omitted as in Indonesian /gw/ and /ks/ are not permissible sequences. Therefore, the resulting pronunciations are language *['læŋwɪdʒ] and linguistics *['lɪŋwɪstɪk] respectively. In a like manner, /(r)tm/ cluster is impossible in Indonesian phonotactics. Therefore, instead of department [dɪ'pɑ:tmənt], they pronounce it as *[dɪ'pɑ:(r)təməŋ] or *[dɪ'pɑ:(r)təməŋ], whereby they insert schwa vowel to ease the pronunciation.

The inconsistent spelling-sound correspondence in English also creates problems. Such inconsistency results in wrong analogy since the prospective teachers transfer the pronunciation of the words that they have known to a new context where a word contains similar parts. To illustrate, they transfer mine ['maɪn] to examine and determine, while in fact those words should be respectively pronounced [ɪg'zæmɪn] and [dɪ'tɜ:mɪn]. The same case also happens to opposite, which is often confused with site ['saɪt], and purpose ['pɜ:pəs], which is confused with pose ['pəʊs] and hence mispronounced as *[pɜ:pəʊs]. Some other examples are found in infinite *['ɪnfəɪnəɪt] instead of ['ɪnfɪnət], preface *['prɪfɜ:s] instead of ['prefɪs], and resignation *['rɪzər'neɪʃən] instead of [rezɪg'neɪʃən]. Besides, there are instances when some consonants are 'silent', meaning that they should not be pronounced, such as in climbing and combing and <t> in castle and listen. Lack of pronunciation knowledge will result in pronouncing them instead.

Concerning suprasegmental errors, the prospective EFL teachers often employ wrong stress assignment. This happens because they transfer the suprasegmental patterns of L1 to L2 (Reid, 2016), e.g. component *['kɒmpə'nɛn] and interpret *['ɪntɜ:pɪt]. Also, they may be unaware of the possible stress shifting which occurs as a result of derivational process, such as prefer [prɪ'fɜ:(r)] to become preferable ['prefərəbl] and not *[prɪfərəbl]. Here, the word does not only call for stress shift but also sound change, in which /t/ becomes /ə/. Another example is found in academic [ækə'demɪk], which is often mispronounced as *[ə'kædəmɪk]. In other cases, it may be just random misplacement, e.g. signature *['sɪɡ'nɛɪtə(r)], literature *['lɪtə'reɪtə(r)], mountain *['mɒn'teɪn] and italic *['ɪtəlɪk]. They seemingly lack suprasegmental knowledge in that they have not acquired the English stress patterns. Additionally, the problem is also caused by the different nature of the two languages, i.e. English being stress-timed language and Indonesian being syllable-timed language. According to Schaetzel and Low (2009), stress-timed languages assume equal time between stressed syllables. As a result, vowel reduction occurs because unstressed syllables are pronounced more quickly. By contrast, vowel reduction does not occur in syllable-timed languages because they distribute equal stress to all syllables, which causes each of them to take the same amount of time to pronounce. Oftentimes, the prospective EFL teachers are not aware that there should be parts which are weakly stressed and strongly stressed. Making them aware of this distinction and particularly of the stress-timed factor of English will make them sound more natural and fluid, and hence improving their intelligibility (Hussain & Sajid, 2015).

Since pronunciation learning is now aimed at developing intelligibility, errors on the suprasegmental level are regarded more crucial than those on the segmental level (Hussain & Sajid, 2015; Schaetzel & Low, 2009). It does not say that sound accuracy is unimportant. Rather, it emphasizes that when the degrees of errors are compared, the suprasegmental errors contribute more to intelligibility failure. It is strengthened by Arslan (2013: 371), who states that "applying the correct stress patterns becomes vital in producing English words and sentences intelligibly as lack of stress marker or incorrect stress pattern is likely to cause either lack of communication or misunderstanding on the part of interlocutors (Murphy, 2006; Harmer, 2001)." This is especially true to native speakers because they pay attention to stressed syllables in communicating with others as one of the elements that facilitates comprehension (Arslan, 2013).

RAISING PHONOLOGICAL AWARENESS OF PROSPECTIVE INDONESIAN EFL TEACHERS

To raise the phonological awareness of prospective EFL teachers and eventually to improve their pronunciation, we propose two sets of ideas as possible solutions. First, our ideas are addressed to EFL teacher trainers. Research has shown that instruction is effective in fostering pronunciation improvement (Thompson & Gaddes, 2005). Consequently, teachers should regularly incorporate pronunciation learning in their classes from the beginning (Griffiths, 2004; Reid, 2016) so as to have lasting effects on learners. They need to be informed about correct segmental and suprasegmental features of pronunciation and be given opportunities to practice various elements of pronunciation, particularly to hear and use correct stress patterns (Arslan, 2013). This is especially true because pronunciation, according to Fraser (1999), involves not only cognitive domain of 'knowing-that' but also conative domain of 'knowing-how' and therefore learners should be motivated and given time to practice the skill.

Some techniques can be employed to raise awareness and develop pronunciation (Reid, 2016). They among others are listening and repeating, drilling, minimal pair drills, ear training, phonetic training, and reading aloud. Meanwhile, to practice suprasegmental features, Reid (2016:27) recommends counting syllables, highlighting stressed syllable, recognizing different stress patterns, grouping words according to a stress pattern, recognizing lexical (stressed words) and function words (in their weak form), songs/rhymes, jazz chants, tongue twisters, drama techniques, and simulations. In addition, teachers may record learners' speech and use it as the materials for discussing their problems (Griffiths, 2004) and providing assistance for improvement. To increase awareness on prosody, teachers may start with asking learners to identify the number of syllables in words. It can be done with clapping or underlining drills. Only after they master the basics can they be taught some strategies to study more effectively on their own (Thompson & Gaddes, 2005).

Prospective EFL teachers need to be taught phonetics as a means to enhance awareness of visual representation of sounds. Such knowledge enables them to monitor their own speech. Ashby (2002) claims that as future teachers they need a grasp of articulatory phonetics, a well-trained ear, and knowledge of the phonology of both L1 and L2. The ability to read phonetic transcription is an essential skill to access information in the dictionary, because pronunciation learning must be done parallel with learning the meaning and its use (Thompson & Gaddes, 2005).

Second, our next ideas are intended for prospective EFL teachers as learners of English. They need to identify in which areas they are having problems, and work on them wholeheartedly. The spirit is not for perfection but comprehensibility. Being open to corrections also prevents fossilization to happen. Consulting a dictionary is always a good thing to do to ensure precision (Yulia & Ena, 2004). As EFL speakers, they should not be overly confident with their pronunciation. It is possible that they have been misled by mispronunciation which is commonplace.

They should do self-monitoring (= reflecting on their own speech to find errors) and self-correction (= the process of fixing one's errors after they have occurred by repeating the word or phrase correctly). By doing these two, their learning is made more personal and meaningful (Thompson & Gaddes, 2005). It may also enhance their autonomy so that they can identify, understand, and overcome their weaknesses. In the end, they can help others after they have helped themselves.

CONCLUSIONS AND SUGGESTIONS

Despite its diminutive role and function in foreign language pedagogy, pronunciation plays an important role for the success of oral interaction across nations. However, the neglect over this skill at schools has caused low oral competency among EFL learners. The situation is certainly not expected to occur among prospective EFL teachers who become role models for their future students. To improve the quality of oral competence of prospective EFL teachers, pronunciation instruction should be given sufficient attention in pedagogy in an attempt to take care of their pronunciation development. This will eventually boost the confidence and the good image of the prospective EFL teachers as non-native speakers of English.

This paper hopefully has thrown some light on how prospective EFL teachers and teacher trainers can raise phonological awareness. Despite minimum exposure, pronunciation can be improved as long as they have motivation—be it personal or professional—for learning English, positive attitudes, and openness to the target culture. Furthermore, prospective EFL teachers can be more than just being intelligible. What matters most is by raising awareness, they can help identify and overcome their own weaknesses before they help their future students. To further explore pronunciation learning, research may be conducted to find out factors which affect intelligibility and to discover the effectiveness of those awareness-raising techniques on pronunciation development. On top of that, it would be interesting to explore how EFL learners use those techniques to improve their pronunciation.

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STORYBIRD: AN ONLINE PLATFORM TO PROMOTE STUDENTS' AUTONOMOUS LEARNING IN CREATIVE WRITING

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Abstract: Writing is not a simple skill to learn for it needs constant practice before a student is able to master it. One possible solution to foster writing skill is by promoting autonomous learning in creative writing to elicit feelings or ideas from the students' mind. There are many ways to elevate students' independency in creative writing; one of which is by using Storybird as an instructional media. Storybird is a 2.0 website which allows its users to create and publish their own writing in an artful way. It provides various kinds of images and templates (Longform Book, Picture Book, or Poem) to inspire the students to create a new piece of work and decorate their own works. As a 2.0 website, Storybird enables the writers (and the readers) to give comment and feedback on each others' writings. Moreover, the teachers also benefit from this website as they can easily monitor their students' improvement, give grades, and manage their own classroom as this platform provides "add a class" option. Considering its benefits in fostering writing skill, this paper, then, aims to share ideas about how Storybird can be implemented outside the classroom to promote students' autonomous learning in creative writing.

Keywords: *writing, creative writing, autonomous learning, Storybird website*

INTRODUCTION

As one of the four major language skills, writing is essential to be learned by students when learning a language, including English. Writing is a part of a language, which is required to transfer people's mind and ideas into graphic forms so that these thoughts will not be easily forgotten. Yet, it is admitted that writing is the most arduous skill to learn among the other three skills. This is because writing, let alone creative writing, is not a skill that can be mastered instantly. Huy (2015) concluded that since the students considered writing as a complex activity, having a little time to practice it became one of the factors that influenced students' poor performance in writing. A teacher should not expect his or her students to master writing skill only through giving them the guidelines on how to produce a written work and ask them to practice it once or twice in a while. However, mastering writing skill requires constant practice. The students need to be given a chance to practice it regularly in order to improve their skill. Such technique is too abstract for the students to process, and yet many teachers are still practicing this conventional technique to keep up with the very limited time provided by the curriculum.

Furthermore, learning writing requires feedback in its process, for the students are unable to know whether or not their writings are sufficient to be considered well-written. Writing requires mastery not only of grammatical element, but also conceptual element (Heaton, 1988: 135). This means that the students are expected to be able to not only create a written text but also to make the readers understand about what their texts are about. This statement is in line with Hyland (2004: 177) who argued that providing feedback is important for the students as they will be able to see how others react to their writings and learn from their responses. For this one thing, feedback plays an important role in writing as it can give the students an idea about what the readers' expectation is and how they should deliver their idea.

Most importantly, to master writing skill, not only the students are required to have mastered the basic knowledge of the language, but also to make use of their reading skill. Brown and Lee (2015: 443) said that the students write based on what they have observed on what has been written. The students need to read a lot to hone their writing skills. By doing so, the students are able to get what it takes to compose a good piece of writing. Unfortunately, most students are not provided with sufficient time to practice their writing skills and do a lot of readings in the classroom. Thus, it makes the writing process can be quite thorough for the students.

From several issues above, it can be concluded that teaching students to write is not an easy task to do. But a teacher can start off with teaching the students to write creative writing before teaching a

more advanced level of writing, in order to familiarize the students with writing activity. Through creative writing, the students are trained to speak their mind in an 'artful' way, such as composing narrative, poem, recount, etc. The teacher also needs to train the students to learn with less guidance from the teacher by promoting learner autonomy in creative writing. Learner autonomy has become quite an issue since many years ago. It is pointed out that, different from the conventional teaching, promoting learners' autonomy intends to make the students more active and develop their subjectivity, initiative, and independency (He, 2015: 603). This means that learner autonomy can be used to foster students' ability. There are many ways to encourage learners' autonomy in creative writing; one of which is integrating technology in its teaching and learning process. For ESL and EFL students who easily get bored with traditional approach, writing can be such a tough thing to do (Zakaria, et al, 2016: 2108). However, the integration of technology can become a great help to facilitate students' learning process which, then, can lead to the learners' autonomy. Nowadays, there are many ICT tools, websites and online platforms which can be utilized as a support tool in teaching writing, one of which is Storybird website. Hence, it is clear that teachers need to consider elevating learner autonomy in creative writing as the solution to overcome the problem in teaching writing.

AUTONOMOUS LEARNING IN CREATIVE WRITING

In many classes nowadays, autonomous learning is highly encouraged in order to achieve a better learning outcome for the students. This is because in autonomous learning, the students are the one who are in charge of their own learning process, and the teachers act as their facilitators, which is why it is also known as student-centred learning. In other words, the students are allowed to choose what they want to learn based on their needs, and how they learn something according to their preferred learning style. According to Çakici (2015:32), autonomous learning requires conscious attention to work; students ought to know what, why and how they learn in order to be responsible for their own learning, otherwise it will be somewhat difficult to establish learners' independency.

Autonomous learning according to Holec (1981, in Yeung, 2016) is a type of learning in which the learners show less dependency on the teacher, and exhibit their ability to manage their own learning. However, learning a language autonomously may require the principle of reflectivity as stated by Çakici (2015:34) that in an autonomous classroom, reflection between teachers and students in an attempt to establish clear understanding of what are expected, is one of the components of learner autonomy. In fostering independency in creative writing, as stated by Clark (1997, in Çakici, 2015), reflection can work well with the support of writing since it can be a lot easier for the teachers to provide feedbacks in appropriate and well-construct sentences so that the students can actually have something to reflect upon.

According to MacDougall (2008:228), one of the tips to foster the students' autonomous learning is "to ensure that the students maintain ownership of their own project". Although in her study, it was for medical students, she claimed that it was almost the same as in general education. In creative writing, students are strongly encouraged to create their own story formed in their minds without having any outside pressure on what to write. Moreover, portfolio creation may also help the students to foster their autonomy (Çakici, 2015:37). Portfolio is selections of students' work which may help reveal the students' progress overtime. This is because in portfolio, the students are given a certain standard or criterion to fulfil following the tasks even though they are allowed to plan what they want to do and decide how they are going to finish the task on their own.

However, autonomous learning is quite hard to elicit from the students especially in learning writing. One of the hindrance of learning writing, especially in foreign language writing, is that the students' lack of vocabulary (Adas & Bakir, 2013). Aside from connecting one's scrambled ideas into a structured piece of writing, vocabulary plays a great role in the successfulness of a written work. Therefore, in order to minimize this lack of vocabulary, it has been suggested that reading can enrich the students' vocabulary bank through incidental acquisition (Pigada & Schmitt, 2006). This is in line with Brown and Lee's statement (2015: 443) who stated that reading can be a good resource before writing.

The second hindrance is the limited time for the students to improve themselves. The time provided in the classroom may not be sufficient for the students to learn creative writing in their own way. Such constraint results in many teachers perceive blended learning as a promising option. This is because blended learning attempts to break the learning barriers by removing constraints such as distance, time and place through the use of online technology as a classroom replacement (Jeffrey, et al.,

2014:122). Therefore, the utilization of technology and blended learning through the use of Storybird in teaching creative writing may solve this issue.

WHAT IS STORYBIRD?

Storybird is a 2.0 website which allows its users to create and publish their own creative writing. Storybird enables its users to connect with people around the world through their written works. It is a free website which means that anyone is allowed to access and create an account on it without spending any money on most of its features, although, there is still a paid feature if the users wish to print out their writing. Storybird is a kind of online digital storytelling which allows its users to decorate their writing with several 'arts' provided. These 'arts' can be used in three types of templates provided; Longform Book, Picture Book, and Poem. The users can choose to use whichever 'arts' they think are suitable with their story and/or inspire them the most. As a 2.0 website, Storybird enables the writers (and the readers) to give comment and feedback on each others' writings. This feature is very good to help the writers know their readers' expectation and improve their writing.

There are three options of account provided in Storybird; regular user which is provided for any people who wish to try creating and practicing their own writing and/or read the published stories for free, school/edu user which is provided for students and teachers' need, and professional user which is provided for artists and writers (Anita, 2016: 232). The school/edu option enables the teachers to create a classroom in the Storybird. It enables teachers to add their students' account into their own classroom and manage all the activities in that classroom. The tasks given and the stories published in the classroom will be visible only to the members of that classroom. In terms of giving feedback, the teachers can choose whether their comments are visible only to the student whose story is being commented or to public (the other students can see it too). Also, there is a feature which allows the teachers to grade their students' work.

STORYBIRD: PROMOTING STUDENTS' AUTONOMOUS LEARNING IN CREATIVE WRITING

In promoting autonomous learning in creative writing, Storybird is a good option to choose. This is because the students are liberated to 'maintain', create, edit, their own project without having the teacher to precisely guide them to achieve a specific goal. It can be done through the provision of various kinds of images and templates (longform book, picture book, or poem) in Storybird which are free to choose by the students. This feature is meant to inspire the students to create a new piece of work and decorate their own works so that they can be responsible for them. On the other hand, autonomous learning is not fully independent from the teacher's collaboration. In this case, teachers ought to be the facilitators whom the students can ask for help and guidance. For example, in applying Storybird in the learning process, although there have been so many online tutorials available for the students to learn on how to use this platform, teachers are still encouraged to guide them by deciphering the instructions.

In encouraging autonomous learning, motivation is one of the major components to exist (Yeung, 2016). Although it is not specified, whether it is extrinsic or intrinsic motivation which encourages the students' autonomy the most, motivation is the fuel to push the students to do something. The utilization of Storybird in the classroom to teach creative writing is expected to shift the students' paradigm of learning writing. The paper-and-pen way of learning may sound tedious for them to do, but with the help of such online platform, it may change the conventional way of teaching writing. Adas and Bakir (2013) also revealed that the students gained improvement in their writing skill through the use of online platform in their learning approach. Moreover, writing is also said to require feedback, and Storybird has provided this comment feature in its platform. So, it is believed that the use of Storybird is expected to motivate the students which likely results in autonomous learning, since students can also access their Storybird account outside the class and finish their work at home, at anytime and anywhere they want Arianti (2016: 69).

Despite its helpful features, there are still not many research conducted related to this platform. That is because this online platform had just been launched in 2010 and still experiencing several renewals since then (Arianti, 2016: 63). Nevertheless, it does not mean that the benefit of Storybird is still unknown. There have been several researches which revealed the advantages of Storybird in teaching writing. Giacomini (2015) implemented Storybird in her classroom and found that her students were more motivated in writing. She also noted that although she was ready to help her students, they did not rely too much on her help and help each other instead. This means that Storybird did help promote the learner autonomy of Giacomini's (2015) students in writing. Foroutan, et al. (2013) also revealed that the

students' perception regarding using online platform to practice their writing skill was positive. The students in Foroutan et al.'s (2013) study exhibited that they felt motivated to write in English through the comment section and the writing process itself on the platform.

Furthermore, Zakaria et al (2016) who conducted a research on students' experience in using Storybird website in Narrative writing found that the students' engagement in completing the task increased while using Storybird. Also, the students agreed that Storybird helped them improve their writing skills by reading other online stories published by other authors. When implementing Storybird, the students not only benefit from learning creative writing in an easier way, but also from improving their vocabulary. This is because Storybird provides so many resources to read for extensive reading purposes that both teachers and students can find them helpful. This is also in line with what Giacomini (2015) found in her research. Her students not only got benefit in improving their writing skill, but also getting more exposure to the target language by reading the online stories published by other authors. Hence, it can be concluded that Storybird is very beneficial to be used in teaching writing.

To promote learners' autonomy in creative writing using Storybird, there are several things that the teachers can do. First, the teachers can make use the school/edu account to introduce their students to Storybird and make them interested in it. Before asking the students to create their own story using Storybird website for the first time, the teachers can give an example of the story that they have already made using Storybird, as Anita (2016, 237) also suggested in her research. This way, it will raise the students' interest in knowing what they are going to do. As a starter, the teachers can also ask the students to do a collaborative writing so that the students can help each other in the process. The teachers should do this activity in the classroom, in order to guide the students and ensure that the students have already understood how to run Storybird by themselves. After all the students have understood, the teachers can start giving the students an individual task to create their own writing.

The task, however, is not necessarily given in the classroom. It can be given outside classroom as a weekly task, monthly project, etc. Once the students finished and published their writing in the classroom account, the students should encourage all the classroom members to read and give comment on each other's writing. This way, the students can learn how to improve their own writing. The teachers should also encourage the students to read other online stories published by other authors around the world and learn from them. Finally, the teachers should encourage the students to practice their creative writing by using Storybird for this platform can be used as a practice writing tool anytime and anywhere, and remind them that they can freely write their stories and publish it to be read and obtain feedback from people around the world.

CONCLUSIONS AND SUGGESTIONS

Despite its importance, writing skill is not a straightforward skill to learn. Many teachers still have obstacles in teaching it to their students. Hence, promoting learners' autonomy in creative writing provides one answer for this issue. By doing this, it is believed that students' interest will be elicited, which then lead to the improvement of their writing skill. One effective way to elevate learners' autonomy is by making use the help of technology, for the presence of technology can facilitate and ease students' learning process.

Storybird is one of technology tools which can be used to assist students' activity in writing. It is a free online platform which enables the user to create their own writings, provided with various 'arts' to adorn their written works. Storybird also allows the users to give comment and feedback to other users' writings, which is essential in improving the quality of their writing. Also, it has a "school/edu" option in creating an account which makes it perfect to be used by teachers who wish to use Storybird for their students' writing activity.

Considering the benefits which many researchs have found by using Storybird in writing activity, it is no doubt that the teachers should consider implementing it in their own writing activity. The teachers can begin by providing their own Storybird work to spark students' interest on what they are going to do. Then, they can start giving writing task using Storybird so that the students can experience running Storybird themselves. The task can also be given outside the classroom in order to raise learners' autonomy in creative writing. Finally, the teachers can always encourage the students to practice writing using Storybird and publish it using regular user account so that they can get many comments and feedbacks from readers around the world. Furthermore, the teachers should encourage the students to read the other writings of other authors around the world to give them ideas on how a good writing should be.

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PROMOTING STUDY PACK MEDIA FOR ADULT LEARNERS OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE

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Abstract: In the last few decades, methods of teaching and learning English as a second or foreign language (L2) have been changing into a more learner-centered focus. According to the communicative learning theory, L2 is meaningfully learned through interactive activities among the learners to interact, negotiate, and exchange the knowledge of a target language. One of the methods supporting L2 learners to achieve a meaningful input is constructing materials that trigger learners to be autonomous in their learning. Hence, there is a need for improved standards of language teaching with comprehensive literacy to create successful language teaching practices which fit L2 learners' proficiency levels. This paper aims to illuminate teachers of adult learners of English as L2 with a theoretical justification of a developed material called study pack. It encourages English as L2 learners to collaborate, make decisions, and take risks in developing their cognitive skills through communicative and linguistic-integrated activities. Therefore, teachers need to consider their beliefs of language teaching to give the students space in exploring their knowledge.

Keywords: *study pack, adult learners of English, teacher's belief of language teaching*

INTRODUCTION

The use of English has spread around the globe and recently many countries have focused on developing English teaching methods. The status of English in non-English-speaking countries plays an important role in many aspects of life such as education, career, and the like. Moreover, some of them place English as one of the key subjects in their curriculum. Regarding the important role of English, education practitioners need to implement effective instructions in English classes. Giving an effective instruction to students is one of the teachers' challenges in classroom learning. Sometimes, it is difficult to get the students on task. It even happens many times when students are so off task. From this problem, appears a revolutionary movement to develop crucial factors in teaching and learning process in order to achieve success in instruction.

In discussing how the success of instructions can be achieved comprehensively by students, it is worth considering instructions which lead students to be literate in some aspects of knowledge. Theoretically, there are three lenses which can be used to view literacy instruction (Powell, McIntyre, & Rightmyer, 2006, pp. 5-31). The first lens is the view from students' achievement. A successful literacy instruction is the one which results in the highest achievement scores. It is usually applied by related government. The second lens is the view from a psychological aspect. It emphasizes on students' motivation in literacy learning. Related to the first lens, psychological lens concerns the impact of certain instruction practices on students' self-efficacy. The third lens is the view from the socio-political lens. It aims to enhance students' readiness in a multicultural and democratic state. Those three frameworks can be viewed considerably as the basis of constructing instructions which fit students' needs.

In reference to the lenses of literacy instructions mentioned earlier, there must also be a practice of teaching students' skills. Skills are very important because it practically helps students to act in real life settings. Scardamalia, Bransford, Kozma, and Quellmalz (2012) propose ten twenty-first century skills experienced in knowledge-creating organizations. They are skills in creativity, communication, collaboration, information literacy, critical thinking, citizenship, ICT literacy, life/career, metacognition, and responsibility. By analyzing environments and assessments promoting those ten skills, an analytic framework can be used as a basic support to select what type of instructions teachers can select to empower students in their next endeavor. Supporting students to improve those skills may later lead to the success of their learning.

Regarding the twenty-first century skills which should be taught to students, there appear to be new assignments for English teachers in this era. Teachers should think how to use technologies to support students' development of English skills well. The existence of technology in recent days provides many options to teachers to develop literacy instructions. Patel (2013) argues that technology in English Language Teaching can be used as an enhancement of modern styles which can facilitate visual and auditory senses of the students. From this perspective, technology can be manipulated to provide effective instructions that integrate three lenses of literacy. In this modern world, English can be taught contextually and not in an isolated way. In short, the products of technology are valuable to teach English skills effectively to students.

Adding to the previous justification related to the use of the valuable technological products in teaching English, there is global changing on how teachers view learning and learners. In the last few decades, methods of teaching and learning English as a second or foreign language (L2) have been changing into a more learner-centered focus. The age of interactive and comprehensive instructions challenges English as L2 teachers to recognize, select and/or construct appropriate materials which fit learners' needs. By providing materials containing relevant and useful knowledge to learn, teachers can guide the learners into an effective learning process (Nation & Macalister, 2010, p. 24). In the context of learning a language, Brown (2007, p. 18) posits that the greatest challenge to profess English as L2 is to elevate the goal of getting the learners not only to know 'about' the language knowledge but also to 'utilize' the language meaningfully. The statement is in line with International Baccalaureate (IB) Organization (2009, p. 1) which believes that in the learning process, language plays a crucial part in constructing meaning. It demonstrates that learning English as L2 requires both learner-centered instructions and materials in order to conduct a comprehensive and meaningful learning process.

Providing technology-based materials and a learner-centered instruction in order to cope with students' needs is the main concern to behold. One of the products of technology which can be used as media to teach English skills is films. Through films, students will actively employ their visual and auditory senses in learning. Moreover, films will facilitate them to do integrated skills such as listening-writing, writing-speaking, and the like. Therefore, teachers should consider and understand the role of films in students' lives. Fjallstrom (2010) states that there are some aspects in films that only exist there, not in a real life. These aspects can be either beneficial or loss-making for students. The use of films in English teaching will be beneficial if teachers apply it professionally and define the aims well. Teachers, who can use films which provide more than just visual entertainment, but give more than that, will effectively benefit from its use as the teaching media.

Making use of the positive aspects as well as avoiding the loss-making aspects of films can be achieved through the use of study pack media and the implementation of autonomous learning. Frye (2010) posits that the study pack media provide students with comprehensive materials which cover four English skills. Moreover, teachers can construct the study pack in reference to students' English competence, e.g. Common European Framework (CEF), to fit their needs. The study pack media enable students to explore some short films as the audio-visual source based on the learning objectives. In this context, teachers play a very important role in creating tasks within the materials. The most important action here is justifying his/her role to meet students' needs in achieving knowledge. Therefore, a process of learning which meets students' needs is believed to give students opportunities to improve their problem-solving and critical thinking competencies. By having study pack media in their hands, students are led to achieving learning objectives independently. Teachers can facilitate them with confirmation when having a meeting in the classroom.

Study Pack

The notion of study pack is used in the context of materials accompanying film-based learning media. Frye (2010) states that study pack media are based on a communicative and learner-centered curriculum. In line with Garton and Graves (2014, p. 9) who state that communication competence is accepted as the emphasis of global demand for language curricula. Added to this, the teacher should have an extra effort to encourage the students in achieving the competence. From those beliefs, it is implied that language learners are the main focus of getting the input knowledge of learning an L2. Through autonomous as well as collaborative learning, learners are able to develop their competencies dealing with L2. Study pack media facilitate learners to be able to gain the main goal of learning L2, i.e. to communicate well because the materials are focused on certain language skills which can be adjusted to learners' English competencies.

Dealing with learners' English competencies, study pack media allow teachers to adjust the level of materials to put in the media. Learners can benefit from the adjusted-materials which are not too easy or too hard to learn. It is more likely to provide students with some open-ended questions which can trigger their critical thinking skills while developing their language skills. Knapper and Cropley (2000, p. 114) argue that effective problem solving or decision making is best learned through problems which are carefully designed and yet open-ended to discuss. In short, an inductive process of learning can be implemented through these media.

Having considered the level of learners' English competencies and of materials, teachers can construct the study pack comprehensively; the one which covers all language skills and yet focuses on certain main skills. The organization of a study pack may include activities before, during, and after the film viewing. The activities are created based on the focused skills. Teachers can also adjust the materials starting from those which demand more of students' self-responsibility to those requiring more of collaborative responsibility. The material adjustment is in line with Light, Cox, and Calkins (2009, p. 198) who opine that three essential features offered by exploring the development of technology to enhance teaching and learning are learner-focused, collaboration and teamwork, and autonomous or independent learners. Below is one example of the study pack.



Figure 1: Study Pack

Adult Learners of English as L2

Theoretically, one of the characteristics of adult learners is being self-directed and independent as stated by Herod (2012, p. 20). Meanwhile, practically some learners are unwilling to take responsibility for their learning. Based on those two perspectives, it implies that teachers still need to facilitate their learning through a learner-centered environment. There are five empirical principles of adult learning (Vandenberg, n.d.): personal benefit, experience, self-direction, application and action, and learning styles. Adult learners must consider the personal benefit of what they are learning. Moreover, they prefer to choose a learning process with different backgrounds and experiences. In addition, as stated earlier, adult learners are self-directed. It means that they must manage what they are learning. Since adult

learners are also practical ones, they understand the learning by doing. They can use some ways such as hands-on activities and movements by using their parts of the body to obtain the new knowledge. These five principles challenge the students to construct a learning guidance, for example in learning English as L2.

A follow-up to the challenges of teachers of a second language deals with constructing a guidance of practical reference for teachers of second or foreign language. Swan & Smith (2001) suggest that teachers must know how to anticipate the characteristic difficulties of learners of English who speak particular mother tongues and to understand how the difficulties arise. Useful and relevant information about the characteristic problems of particular learners in acquiring the second language will at least carry a description about some comprehensive ways to take. More systematic attempts to detect frequent effects of first language influence in second language learning are applied in approaching this phenomenon.

Another suggestion arises regarding the statement that influence of the first language may indicate low acquisition and the assumption that second language learners seem to use old knowledge which supplies what is known to make up what is not known. Krashen (1981) integrates some relevant findings such as first language influence appears to be strongest in complex word order and weaker in bound morphology, and fits them into the Monitor Model for performance. He concludes that first language influence can be considered unnatural, so the Monitor may do its best to repair obstacles caused by the difference of first and second language features. According to Krashen, the acquisition may be slow, but it is more useful when language is used for the purpose of communication.

The problems mentioned earlier are frequently encountered by learners of English as L2, both early and adult learners. To achieve the main objectives of learning, i.e. literacy and communication, teachers can support adult learners of English as L2 with IT-based instructions because most today's learners are capable of and keen on using the products of technology. White (1999, p. 147) argues that IT-based activities benefit both the learners and academic-practitioners if it is approached in systematic and structured ways. By the support of study pack media, adult learners are guided to achieve the goals of learning. The study pack media which are constructed systematically by the teachers help the learners to get into the focus of learning.

Teachers' Belief in Language Teaching

Teachers' belief is part of crucial elements in designing courses or materials in language teaching. Decisions which teachers make related to teaching and learning process are based on the beliefs they justify. Moreover, there are multiple choices that a teacher can institute in his/her class. Therefore, articulating beliefs cannot be easily conducted by teachers. Graves (2000, p. 26) posits that teachers can understand where beliefs come from by looking back at their past experiences in teaching and considering the discourse or context in which they are teaching. It implies that teachers can see themselves as a student or an educator to shape their beliefs of what is appropriate and successful for a teaching and learning process. In the context of adult learning process, teachers can articulate their beliefs of teaching English as L2 by looking at a framework for sorting out teacher's belief about language, the social context of language, learning & learners, and teaching language (Stern in Graves, 2000, pp. 27 – 31).

Teacher's view of what should be emphasized in language leads to what materials s/he teaches and how s/he teaches it. This view is generally related to how language should be learned. If a teacher sees language as a rule-governed, it may translate his/her beliefs in learning language as learning it accurately with no grammatical errors. If a teacher emphasizes meaning-based in language learning, s/he may provide students with meaningful materials. A teacher can also see language as a socially constructed system, so s/he may emphasize language in use. In short, a teacher can institute each belief stated above or takes account of those beliefs at once in the same group of learners.

The social context of language consists of sociolinguistic, socio-cultural, and socio-political issues. The sociolinguistic issue concerns grammatical matters and appropriateness when learning language. It may lead a teacher to articulate the belief that language is learned by adjusting contextual factors. The socio-cultural issue is related to inserting cultural values in learning a language. From the point of view of the socio-cultural issue, a teacher may lead students to discuss cultural values inserted in the materials being explored. Meanwhile, the sociopolitical issue leads a teacher to provide materials which are beneficial to students. It is concerned with how a given language is viewed as an access or critical awareness by other groups.

Teacher's view of how students learn and what role they need to do will enable them to learn well. Three related terms in the beliefs about learning and learners are the process of learning, students' role, and focus on learning. There are some views of the process of learning such as deductive, inductive, social, cognitive and affective process. In the deductive process, knowledge is perceived and internalized by students. Vice versa in the inductive process, knowledge is made and discovered by students. The social process involves students in learning with others, while the cognitive process is concerned with mental activity. The affective process involves students to connect emotional matters in getting knowledge. The second term in this belief is students' role. It sees students as an individual, group, expertise, or decision makers. The focus of learning is about acquiring new knowledge, mastering skills, attitudes, critical thinking skill, etc. A teacher can justify those beliefs by asking what process meets their needs, when they are secure or challenged in learning, and how they act in the learning process.

Teacher's view of teaching is related to his/her role in teaching. If a teacher sees the teaching process as a knowledge transmission, s/he may act as a knowledge transmitter or decision maker. In contrast, if a teacher sees it as a collaborative process, s/he may act as a collaborator. In short, this belief is about the view of teacher centered or student centered. The most important action here is justifying his/her role to meet students' needs in achieving knowledge.

Taking into account the framework of articulating beliefs in language teaching as mentioned earlier, teachers of English as L2 can utilize them to conduct a process of learning which facilitates students to improve problem-solving and critical thinking skills through active learning with peers and technology-based instructions embedded in it. The use of technology in the learning process enhances learners' interactions and accommodates teaching methods and learning styles (Fry, Katteridge, & Marshall, 1999, p. 150). Justifying beliefs derived from the framework explained earlier into adult learning enables teachers to deliver materials more comprehensively. It also leads students to be more independent as well as cooperative in learning English as L2. Having study pack media in hands, they are led to explore the materials and tasks in the track.

CONCLUSIONS AND SUGGESTIONS

In reference to the above justification, applying study pack media for adult learners of English as L2 is a comprehensive way to support them in acquiring the language better, both through independent and collaborative learning. Interactive activities among the learners to interact, negotiate, and exchange the knowledge of a target language in the learning process enable learners to develop their self-effort as well as cooperation skills. It encourages the adult learners to solve their problem and think critically to improve learning and literacy skill development and it could be explored for adult literacy instruction. Adding to those benefits, study pack media provide learners with comprehensive materials to create successful language teaching practices which fit L2 learners' proficiency levels. In the near future, learners of English as L2 are expected to collaborate, make decisions, and take risks in developing their cognitive skills through communicative and linguistic-integrated activities facilitated through study pack media.

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ARE WE FOSTERING AUTONOMOUS LEARNING? A CASE STUDY OF SMA TERBUKA JARAK JAUH KEPANJEN

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Abstract: Although there have been a significant number of studies regarding how online learning has been conducted over the past decade, not many have explored the phenomenon at secondary education level. Thus, not much is known about what high school teachers and students actually do in an online learning environment, especially in Indonesia. The descriptive qualitative study scrutinized the implementation of online learning at SMA Terbuka Jarak Jauh Kepanjen by examining three key aspects of an online English course: course design, teacher's roles, and teacher-student and student-student interactions in an online English course. The data collected from the in-depth interviews with an English teacher and three students, online course observations, and document analyses were analyzed using a content analysis technique. The data analysis results showed that a lot have to be done to make the online English course meet the standard set by the government in terms of the course design, teachers' roles, learning materials, and teaching learning activities. The online English course design should be tailored to meet the needs of the students by taking into account their unique characteristics and learning styles. Moreover, ample online support and various types of interactions are needed before the students are ready to learn more autonomously.

Keywords: *English, Mathematics Class, Second Language Learning*

INTRODUCTION

Online learning is a growing movement of the twenty first century. It started in the early 1990s, coinciding with the increasing access to the Internet (Hockly, 2015). In Indonesia, online learning is progressively developing at the tertiary education level; however, its implementation in senior high school level is quite recent. This is due to some hindrances, such as lack of facilities, low digital and technology literacy, and low awareness of the needs of online learning (Maulida & Lo, 2013). In 2014, the Indonesian government decided to launch the Open and Distance Senior High School (ODSHS) program called *Sekolah Menengah Atas Terbuka Jarak Jauh*. The program targets disadvantaged school age teenagers from low-income families, those who cannot attend regular schools due to geographical location, time constraints, or cultural issues, as well as those who are high school dropouts. The ODSHS has adopted the concept of the Open University and has the options of implementing three online learning models – full online learning, blended learning with balanced proportion of online and face-to-face learning, and blended learning with bigger proportion for face-to-face learning, depending on the readiness of the school managing the program. Wardani (2016) reported that there are currently six ODSHSs in Indonesia and one in the Philippines: SMAN 2 Padalarang (Bandung, West Java), SMAN 12 Merangin (Jambi), SMAN 1 Kepanjen (Malang, East Java), SMAN 1 Gambut (Banjar, South Kalimantan), SMAN 1 Narmada (West Nusa Tenggara), SMAN 3 Sorong (Papua), and Sekolah Rintisan Terbuka Davao (the Philippines). These schools are all implementing the 80% online learning and 20% face-to-face learning model (Wardani, 2016).

Studies on online learning have grown significantly over the past decades yet not much is known of what teachers and students actually do within the online learning environment. According to White (2003), there is an absence of the kind of 'close' research to investigate what distance language teachers and learners actually do. One of the few studies that describes current e-learning practices in the teaching of foreign languages at university level is research conducted by Cowie & Sakui (2013). They did not specifically observe the online learning activities, but some important findings from their research are: (1) there is no one best single model for e-learning, but most foreign language teachers prefer the social constructivist approach; (2) the teachers use Learning Management System (LMS), such as Moodle, Edmodo, and Blackboard to administer their online courses and Web 2.0 to engage their

students in collaborative projects; and (3) some institutions are supported by the government, but some others have to be independent in implementing online learning. Furthermore, there is only a small amount of research which explores the implementation of online learning in the secondary school level. The literature mostly reports the implementation of online learning at primary and secondary schools that focus on the basic qualities, policies, and growth of online learning at these levels (Picciano & Seaman, 2007; Nicholas & Ng, 2009; Barbour, 2011).

To further understand how online learning is implemented and what language teachers and students do in online learning environment, a study was conducted in ODSHS Kepanjen managed by SMAN 1 Kepanjen, Malang, East Java, Indonesia. Three key aspects of an online English course – course design, teacher's roles, and teacher-student and student-student interactions – were closely examined to answer the main research question: "How is online learning implemented in teaching English at "SMA Terbuka Jarak Jauh Kepanjen?". The main research question is broken down into three sub-questions:

- a) What is the course design?
- b) What are the roles of the English tutor/teacher in the course?
- c) How does the course design facilitate the teacher-student interaction and the student-to-student interaction?

METHOD

This case study implemented the descriptive qualitative method as it aimed to describe social phenomena as they occur naturally. The stages employed in this study were those of the case study research stages suggested by Yin (2009) that involved six stages of planning, designing, preparing, collecting, analyzing, and reporting.

The setting of the study was ODSHS Kepanjen which is managed by SMAN 1 Kepanjen, located in Malang, East Java, Indonesia. The subjects of the study were one online English teacher and 99 students of grade XI. The English teacher held a Bachelor of Education in English Language Teaching from a private university in Malang. She met the academic qualifications and teacher competence requirements based on the Ministry of National Education Decree Number 16 Year 2007 which states that a high school teacher must have at least a Diploma 4 or a bachelor's degree, have knowledge about various aspects of language in English, mastering English both orally and in written forms. The ninety-nine senior high school students (59 females and 40 males) were between the ages of 15 to 21. All of the students lived in Malang when the study was conducted. They could not continue their study in a regular senior high school mainly because their academic achievement was low and did not meet the standard of regular senior high school and/or because they could not afford it financially.

The data collection and analysis were conducted from February to March 2017. To obtain a thorough description of the teacher' and students' experiences in the implementation of online learning, a iterative process or a cyclical process of moving back and forth between data collection and analysis was conducted. In-depth interviews with the teacher and three students selected using random sampling were conducted to obtain detailed information on the course design, teacher's roles, and teacher-student and student-student interactions. To triangulate the data collected from the interviews, observation of the online teaching and learning activities within the LMS was performed and relevant documents used to support the online teaching and learning activities including lesson plans and materials were also analyzed.

The data were analyzed using the content analysis technique. The recorded interviews were transcribed, the transcriptions were coded, and the codes were analyzed so that conclusions can be drawn. Data from the online observation and document analysis were assembled, coded, compared, and interpreted. To strengthen the study, the data collected from the interviews, observation, and document analysis were triangulated. Finally, conclusions were drawn based on the research questions.

FINDINGS AND DISCUSSION

Open and Distance Senior High School (ODSHS) is a part of formal Education with Special Services (Pendidikan Layanan Khusus) provided for students who drop-out from school because of financial issues and living in a less-developed area (Ministry of Education and Culture, 2015). The learners are given scholarships and provided with tablets. The learning and teaching activities in this school are conducted online using the Internet (80%) and face-to-face in the classroom (20%) (Wardani, 2016). The synchronous online class is conducted once a week, and the time allotment for the English

subject is 45 minutes. The face-to-face meeting is usually conducted once in three months. The teacher and students will come to a place for learning called Tempat Kegiatan Belajar (TKB). There is one TKB for each county.

The implementation of online learning in the teaching of English as a foreign language at ODSHS Kepanjen are described and discussed as follows.

Course Design

The ODSHS Kepanjen English course design comprises planning, independent learning, teaching and learning activities, and assessment.

Planning

The English teacher prepared the materials and assignments based on the Basic Competences of the 2013 Curriculum and made lesson plans. However, the components of the lesson plans made by the teacher were partial as they did not include details of the learning materials and assessments. Moreover, they only contained details of the face-to-face activities. Details of the online teaching and learning activities that should have taken the bigger portion of this mode of learning were not present. According to Ally (2004), there are four key components which should be considered in designing online learning materials: learner preparation, learner activities, learner interaction, and learner transfer. Moreover, teachers should plan the materials and activities by considering the cultural aspects, prior knowledge, and learning styles of the students (Torrissi-Steele & Davis, 2000).

Independent learning

Independent learning is a key component of online learning. However, the students in the ODSHS Kepanjen were not used to the concept of independent learning. Having learned in primary and secondary schools in Indonesia, the students were not used to learn independently, thus it was difficult for them to learn without the presence of a teacher who would lead and provide scaffoldings for meaningful and efficient learning, unless they were in a face-to-face learning mode. Because online teaching and learning activities were not included in the lesson plans, it was difficult for the teacher to encourage learners to learn more independently. The teacher should have made use of the features available in the LMS to guide her students in their independent learning. This can be done by regularly posting questions for students to answer, by giving tasks that they can do collaboratively, by presenting topics that students can discuss in the discussion forum, and by participating in the process by giving comments, encouragements, or feedback. According to Garrido (2005), discussion board forums provide students with opportunities to complete tasks independently without direct supervision because they can work with their friends. Furthermore, weekly quizzes and peer- and self-assessment tasks can be given to students so that the teacher and the students are aware of their learning progress or problems. It is specifically mentioned in the Ministry of Education and Culture Decree Number 119 Year 2014 Clause 12 Verse 6 that instructional supervision should include the supervision of learning activities. Yet, it was almost impossible for one teacher in the context of the study to supervise 99 students by herself. Thus the number of students in one class should be limited so that a proper supervision of independent learning can take place.

Teaching and learning activities

The data analysis results showed that the online teaching and learning activities only comprised making learning materials and assignments available online in the LMS. There was no online discussion. This contradicts the requirements of online teaching and learning activities in the Ministry of Education and Culture Decree Number 119 Year 2014 Clause 13 Verse 3 that online tutorial should be used by the educators to conduct the discussion, question and answer, assignments, practicum, and guidance. Moreover, opening and warming up activities such as greetings and brainstorming were absent from the online teaching and learning activities. These activities were essential in the context of the study as the teacher can give her students the motivation and scaffolding they needed. Moreover, in the beginning of an online class, a rationale should also be provided to inform learners the importance of the lesson since students have expectations of the instruction they will receive and the goals they want to achieve (Garrido, 2005). This was also missing from the implementation of online learning in ODSHS Kepanjen.

The first assignment given in the online class was an example of a good task since the students were required to find the meaning of passive voice by themselves. The task encouraged them to

experience finding the information by themselves using various methods and from various resources. Damoense (2003) and Oliver (2001) point out that the key to effective online learning is to engage learners, to encourage reflection, and to promote higher order thinking. Unfortunately, the teacher did not follow this activity up by giving feedback after the students completed the assignments. The teacher should have given confirmation to the students' answers for the students might find wrong information or they only copied the answers from the Internet without understanding the concept correctly. White (2003) states that feedback plays a critical role for distance language learners, not only as a response to their performance, but also as support, encouragement, and motivation. Feedback is also an important part of the ongoing teacher-student relationship. The teacher can give feedback to the students by providing a summary of the materials. According to Ally (2004), summary will promote a higher-level processing and bring closure to the lesson.

In doing the assignments, the students said they needed to have a discussion with their friends. Unfortunately, the discussion was not well facilitated. Ally (2004) highlights that communication with other learners is needed to give the learners real-life experience of working in a group and allow them to use their metacognitive skills. In the context of the present study, the teacher should have used a suitable approach that provides the students with the opportunities to work with their peer. For instance, according to Cowie & Sakui (2013), online teachers at university level mostly use the social constructivist approach that includes learner-centered teaching and an emphasis on collaboration.

Another issue emerged from the findings was that the students were not facilitated nor encouraged to conduct practices for developing their speaking and listening skills. Practice activities with feedback should be included to allow learners to monitor how they are performing (Ally, 2004). Practice is the main aspect in foreign language learning because the objective of learning a language is to be able to communicate. The Ministry of Education and Culture Decree Number 119 Year 2014 Clause 12 Verse 5 also states that the speaking and listening skills have to be evaluated. Therefore, the skills should be taught and the students should be given listening and speaking practices. Listening and speaking materials can be given in the forms of videos or recordings. The teacher can also ask the students to record themselves having conversations with their friends or with the teacher. Conversation with the teacher and other students is essential in language learning since it provides practice opportunities for performance in real life (Garrido, 2005).

The data analysis results showed that students' participation in the teaching and learning activities was very low (only 10% from 99 students submitted the assignments). It was evident that the students were not motivated in learning a foreign language in an online learning mode. One of the ways to motivate students to learn is by sequencing the materials from the easiest to the most difficult (Ally, 2004). Moreover, rules and procedures should also be employed because classroom management in online education is a key component of quality online instruction (Black et al., 2008).

Assessment

Although the Ministry of Education and Culture Decree Number 23 Year 2016 regarding the Standards of Assessment clearly states that learning assessment should include the assessment of attitude, knowledge, and skills, the English teacher only assessed her students' knowledge. Besides, the scoring guides, assessment instruments, and assessment techniques used to assess learners' knowledge of the target language were not detailed in the lesson plans. It is generally agreed that there is no one single standardized way to assess students in e-learning. Yet, a key role of any teacher is to assess their students' progress (Cowie & Sakui, 2013).

In the online English course of ODSHS Kepanjen, self-assessment and peer-assessment were not part of the assessment. According to Ally (2004) self-assessment should be provided in the beginning of the lesson to help the students to know whether they possess the knowledge and skills taught and to recognize the important materials in the lesson that they should focus on. In the end of the lesson, self-assessment should also be provided to help students evaluate themselves. In the online learning context, other learners can also take part in conducting peer-assessment. Quality online learning provides many opportunities for assessment, not only opportunities that involve the teacher, but also ones that exploit expertise of peers (Anderson, 2004). Anderson (2004) points out that teachers commonly require the students to post comments as a component of the student assessment and they set specific rules that encourage learners to provide others with constructive feedback, such as they may not comment negatively or just say "good" and "I agree". Therefore, again, the discussion forum needs to be used efficiently in online learning so that students can perform peer-assessment.

Due to problems, such as Internet connection and low digital literacy, online examination was not conducted at ODSHS Kepanjen. This problem needs to be solved as soon as possible because starting from 2016, the National Examination for year 12 in Indonesia is conducted online and the students of distance education, as stated in the Ministry of Education and Culture Decree Number 119 Year 2014 Clause 14 Verse 1, have to take the exam too.

Roles of the English Teacher in the Course

The roles of the English teacher in ODSHS Kepanjen were planning the materials, delivering the materials, giving assignments, assessing the students, and motivating them. Overall, the teacher has complied with those stated in the Ministry of Education and Culture Decree Number 119 Year 2014 Clause 15 Verse 3 that online educators roles are: designer of learning programs; compiler and/or developer of instructional materials and media; uploader of instructional materials and media; writer of assignments and/or evaluation of learning outcomes; and tutor students. However, Anderson (2004) suggests that there is one role critically needed in online learning that is facilitating online discussions. In facilitating the discussion, the teacher should develop a sense of trust and safety, and make sure that the discussion can run well (Anderson, 2004). The teacher should set some rules and procedures of discussion so that students feel safe to share their opinions. This role was not well played by the English teacher in the study.

Teacher-Student and the Student-Student Interactions

Teacher-student and student-student interactions are the characteristics of an effective online learning. Yet, these forms of online interactions which have become the main concerns of researchers in previously reported studies of online learning in primary, secondary and tertiary education level, were not actively encouraged by the teacher and only half-heartedly responded by the students of the online English course in ODSHS Kepanjen. Previous studies clearly highlight the significant role of interaction in online learning to provide support to learning that can otherwise be alienating. This lack of interaction explains why the students interviewed in the study were not motivated and found it difficult to learn in the online learning environment. Nicholas & Ng (2009) agree that one of the factors that contributes to students' failing in online learning program is that they do not make connections with their teachers and peers. It was also evident that the students interviewed in the present study were not ready to learn by themselves in an online learning mode without extensive support from their peer and teacher and that the interaction during the face-to-face meetings was simply inadequate. Picciano & Seaman (2007) highlight that social and emotional development of elementary and secondary school students are important aspects of the overall school experiences, so student readiness in online learning should be considered. Even at the university level, Yuyun (2013) states that Indonesian students are ready for online learning, but they think the presence of other learners in online learning is very important.

Many ways can be used to create and encourage interactions in online learning environments. One example of the use of information and communication technology for building interaction is the use of Web 2.0 to engage students in collaborative projects (Cowie & Sakui, 2013). Social media can also be used to facilitate interaction. What matters is how the teacher makes the best use of these media to encourage interactions between students and with the students. In the context of the present study, the teacher and students create a WhatsApp group to communicate with each other instead of using the LMS. This was a good start, but without strong commitments from both parties to use the medium to communicate with each other, online interactions failed to take place.

CONCLUSIONS

The implementation of ODSHS in Indonesia is far from its ideal state due to many problems. Lack of understanding that online learning and blended learning, regardless to their many similarities to regular face-to-face classroom learning, have their own unique characteristics that require teachers and students participating in these modes of learning to be ready is the main obstacle that has yet to be confronted. Lack of control and support from the government in the supervision and evaluation of online and blended learning also need to be taken more seriously if the government is committed to treating ODSHS like the regular senior high school system. At this stage, therefore, the question posted in the title of this article can only be answered with 'not yet'. More comprehensive studies are required to identify what senior high school learners need to become autonomous learners in online learning environment and to find out how foreign language teachers of online learning courses can foster learners' independent learning habits

that will lead to autonomous learning.

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LEARNERS' AUTONOMY IN AN INDONESIAN EFL CONTEXT

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Abstract: This study reports the results of a mini survey conducted to 16 students aged 15-17 years old. The respondents were selected randomly from some senior high schools in Indonesia. They were asked to fill in an adapted Learner Autonomy Questionnaire (ALA) which consisted of 12 items related to students' autonomy. The research findings surprisingly indicated that most of the students enjoyed challenges (62.5%) and new things to learn (68.8%). In addition, they perceived themselves as a good time manager (62.5%) and did not like to procrastinate (43.8%). However, 62.5% of the students admitted that they were not typically hard-working people. This is in contrast with the responses suggesting that they never had an overdue task (50%) and tried to be responsible for the task even though it was difficult to solve (50%). The majority of the participants (43.8%) did not feel comfortable with an individual assignment, but exceptionally preferred to find new information without any assistance from others (56.3%). The results of the survey demonstrated the students' positive attitudes towards the activities that reflect their autonomy. These positive attitudes lead them to becoming an independent and responsible learner who can also work cooperatively in a group.

Keywords: *Learner Autonomy, Positive Attitude, Language Learning*

INTRODUCTION

In a conventional educational context, learning is likely perceived to happen if the teacher explains all the materials while students silently listen to the explanation. This notion leads to the high dependency of students towards the teacher, giving a limitation to students' ability as a human of being a creative and independent learner. Nevertheless, many learners may move into the variety of life contexts which can be unpredictable or unrelated with the field they already learned (Siemens, 2013:1). It requires students to be able to determine what they need to know, what skills they need to acquire, and how to acquire them in order to be able to solve problems and survive. Students are not supposed to rely on their teachers as "teachers cannot, and do not wish to, guide every aspect of the process of learning" (Boud, 1981:17).

The main core of education is then shifted to students-centred learning, in which students become the meaning makers who decide what and how to learn as well as evaluate their own learning. The very first duty of teacher is to stimulate students' awareness to be responsible for their own learning. This responsibility, which is the situation in which students direct their own learning, is generally known as autonomous learning. Little (1999:11) summarized three arguments pertinent to the definition of autonomy:

"(i) learners cannot help but do their own learning; (ii) this being the case, learning will be more efficient when learners are critically aware of goals and methods; and (iii) it is through the development of such critical awareness that learners are empowered to transcend the limitations of their learning environment."

The idea of autonomous learning in a language learning context is highly related to the process of social interaction. Learning autonomously means focusing on learners needs as an individual to act both independently and in cooperation with others. This is in line with the notion of "social autonomy" (Broady, 1996), which is "the ability to function as a cooperative member of a group." Acting independently, an autonomous learner can determine the objectives of learning a language, the strategy to achieve the goal such as having some interaction with others, and evaluate his/her own learning. In learning a foreign language, autonomous learners can perform better even when they are exposed to the language without any introduction of the language rules. According to Cottrel (1999:49), having more practice in solving unpredictable problems, autonomous learners acquire more confidence and skills in dealing with unfamiliar and ungraded language input. They are unlikely easy to give up even the problems are difficult to solve.

Being an Autonomous Learner: Are They Ready?

The implementation of autonomous learning in 21st century is likely enhanced by the rapid diffusion of technology. Students nowadays are included into digital natives who are typically comfortable with technology as they grow up using it in every area of life (Littlefield, Rubinstein & Pittman, 2015:173). Technology allows students to independently access information they need. It also provides multimodal presentation which is beneficial for them to easily comprehend the information by themselves.

Even though more supportive environment and technology diffusion are available for students in this era, there are still some issues on the application of autonomous learning. Little (2002) argued that students may not automatically accept their responsibility in their own learning. The findings of Feldman, Konold & Coulter's study (2000) brought an issue that in network practices, even though it was found that students enjoyed communicating with others via online, they tended to discuss personal or social issues much more than the subject they needed to learn. These students may not have enough motivation to be responsible for their own learning. There are some studies concerning on the correlation of autonomy and motivation (Dickinson, 1995; Dornyei & Csizer, 1998; Spratt, Humphreys & Chan, 2002). Based on the research by Spratt, Humphreys, & Chan (2002), motivation played a pivotal role in student's readiness to learn autonomously. The findings of Chan, Spratt, & Humphreys (2002) also revealed that students at tertiary level in Hong Kong did not appear to be ready for learning autonomously. Some students, such as university students in Thai (Sanprassert, 2010:10), also showed a high dependency on their teachers.

Beside motivation, some other characteristics are needed to be able to be an autonomous learner. Chan's study (2001) reported some characteristics of autonomous learners believed by the students. They were goal oriented, well organized, hard-working, initiative, enthusiastic about learning, flexible, active, willing to ask questions, and making use of every opportunity to improve their learning. Dickinson (1993) also mentioned four main characteristics of autonomous learner. First, an autonomous learner is able to identify or integrate the material being discussed and his/her previous knowledge. Second, an autonomous learner can determine his/her own goal both in line with and in addition to his/her teacher's intention. Third, he/she is also able to select and apply some appropriate learning strategies. At last, an autonomous learner is able to evaluate and change the strategies he/she uses whenever it is needed. There are still limited studies exploring learners' autonomy in Indonesia. The present study is therefore aimed at investigating the Indonesian students' autonomy in learning EFL. It focuses more on the characteristics associated with autonomous learning.

METHOD

The research participants were 25 senior high school students aged 15-17 years old selected randomly from tenth graders which go to a private senior high school in Indonesia where English is taught as a foreign language. These students were enrolled in a TOEFL (Test of English as a Foreign Language) preparation program which was held once a week. Their classroom activities had been observed for six months and the results of the observation were coded to show students' characteristics related to their autonomy in EFL learning. The results of the observation, therefore, were used to support the survey findings.

Learner Autonomy Questionnaire (LAQ) was distributed to the students. This questionnaire was adapted from Macaskill & Taylor (2010). There were 12 items in total included in this questionnaire. Each item of the questionnaire was translated to Bahasa Indonesia beforehand in order that the participants could easily understand the statements and as a result provide valid and reliable responses.

The LAQ was initially intended to evaluate how students performed autonomous learning. Later, however, it was used to assess students' reflection on learning autonomy (Pudyastuti & Sari, 2016). This questionnaire, in fact, is usually paired with the Appraisal of Learner Autonomy which is designed to elicit students' responses towards the level of their autonomy in various conditions. However, ALA was not employed in this study because the scales were considered complex to the participants and less effective.

The original version of the LAQ used five scales ranging from very unlike me (scale 1) to very like me (scale 5) and are arranged sequentially from one to five. There is no clear explanation what scale 2,3, and 4 are. Therefore, in this survey, there were only four scales used to avoid students' misunderstanding and misconception of how they should grade their responses. The scales include very unlike me, unlike me, like me, and very like me.

FINDINGS AND DISCUSSION

The LAQ was distributed to 25 senior high school students, but unfortunately, only 16 were returned. This questionnaire was used in this research to elicit students' attitudes towards learning autonomy. The students' responses are recorded in percentage in the following table.

Table 1: The Percentage of Students' Responses

Items	Very unlike me	Unlike me	Like me	Very like me
I enjoy finding information about new topics on my own.	6.3%	31.3%	56.3%	16.3%
I frequently find excuses for not getting down to work.	62.5%	18.8%	18.8%	0%
I am good at meeting deadlines.	6.3%	0%	50%	43.8%
My time management is good.	0%	31.3%	56.3%	12.5%
I am happy working on my own.	12.5%	43.8%	31.3%	12.5%
Even when tasks are difficult I try to stick with them.	6.3%	6.3%	37.5%	50%
I am open to new ways of doing familiar things.	6.3%	25%	31.3%	37.5%
I enjoy being set a challenge.	0%	6.3%	62.5%	31.3%
I plan my time for study effectively.	0%	37.5%	62.5%	0%
I tend to be motivated to work by assessment deadlines.	0%	43.8%	31.3%	25%
I take responsibility for my learning experience.	0%	18.8%	37.5%	43.8%
I enjoy new learning experiences.	0%	6.3%	25%	68.8%

The table shows findings indicating that most of the students enjoyed challenges (62.5%) and new things to learn (68.8%). These research results have proven that the students had positive attitudes towards the activities that reflect their autonomy. However, 62.5% of the students admitted that they were not hard-working which also constitutes one of the characteristics of autonomous learners (Chan, 2001). This contradictory phenomenon might occur since students may not automatically accept autonomous learning (Little, 2002). Obviously, autonomy is related to motivation (Spratt, Humphreys, & Chan's, 2002). Therefore, teacher plays a significant role in improving students' motivation. The observation results may provide clearer explanation to this. The six months period observation has revealed that the teacher did not have any opportunity to motivate the students to work independently outside the classroom due to her limited presence. The teacher who got involved in the TOEFL preparation program was outsourced. In other words, the teacher was not fully engaged in students' learning activities outside the program, especially those associated with EFL learning. Meanwhile, teacher's engagement is vital to students' independent learning as to provide autonomy support and motivation.

There are three ways of supporting students' autonomy according to Stefanou, et al. (2004) through which students are allowed to make their own learning decisions, choosing learning medium, and self-evaluating their learning. In relation to this, the survey findings have shown that the majority of the participants (43.8%) felt uncomfortable with an individual assignment, but exceptionally preferred to find new information without any assistance from others (56.3%). These percentages can lead to the assumption that the students have been given chances to choose their own learning styles; whether they want to learn individually or in groups. Similarly, based on the observation, the teacher has also applied strategies for individual learning and group work in the classroom. Most of the time, the teacher would ask students to work individually when they needed to solve grammar problems and work in groups when they were faced with reading problems. That way, the students have been developing a habit to work

either individually or in groups which as a result can improve their ability to make careful learning decisions outside the classroom.

Besides having high motivation and being able to make learning decisions, another feature of autonomous learners is to be enthusiastic about learning and well organized (Chan, 2001). In similar fashion, the survey findings suggest that the students never had an overdue task (50%) and always attempted to be responsible for the task despite its difficulty level (50%). In addition, they perceived themselves as a good time manager (62.5%) and did not like to procrastinate (43.8%). These positive attitudes towards autonomy showed that most of the students no longer relied on the teacher to tell them what to do (Boud, 1981) and tried to be responsible for their own learning.

To conclude, the mixed results of the survey and the observation indicated that the students' autonomy has been promoted in the classroom through teaching practices. Both individual work and group work students do in the classroom allow them to be used to various teaching practices. Therefore, the students can make their own learning decisions outside the classroom since they recognize advantages and disadvantages of each learning strategy. However, this study only provides little information regarding cognitive autonomy support which lets students evaluate their own work. Presumably, self-assessment can be added into the novelty of empirical studies conducted on learners' autonomy.

CONCLUSIONS AND SUGGESTIONS

Learners' autonomy can be accepted by the students through repeated classroom practices. Teacher, thus, plays a pivotal role in improving students' autonomous learning. Particularly in an EFL learning context, teacher's intact engagement in students' learning activities can be a factor that determines students' success in learning autonomously. Besides, it will be much easier for the students to make learning decisions if they have been introduced to various learning strategies either for doing an individual or group work.

We realize that this small scale study cannot fully represent senior high school students' learners' autonomy. However, the research findings can be used as preliminary data to which more research can refer. In addition to that, the LAQ in this research can be adapted as a survey instrument which is appropriate for the students aged 15-17 due to its practicality in terms of modified scales and language, especially those who speak Bahasa Indonesia as their first language.

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DOES TECHNOLOGY ALWAYS PROMOTE LEARNER AUTONOMY? INVESTIGATING UNIVERSITY TEACHER'S ATTITUDE

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Abstract: One of the most highly anticipated benefits of the use of technology for language teaching is its role in enhancing learning autonomy. Some scholars believe that autonomy contributes to effective and lifelong learning, making it one of the goals in learning. By using technology, both teacher and student can have access to various learning resources and materials which may promote autonomy. The Internet is one of the most widely used sources, for it could help teachers access authentic materials for their students, while students could also learn the language at their own paces. However, reports have shown that technology also discourages students to be more autonomous. It has been reported that unrestricted use of technology, without proper guidance and control from teachers, would not make students more responsible for their own learning, making it not favored by some teachers. To sum up, there are both benefits and constraints in the use of technology in achieving learning autonomy. Reacting to such a dilemma, it is necessary to learn the beliefs of English teachers regarding the use of technology in their classes and to which direction it leads to. The present study attempts to search for the answer from the English lecturers in Muhammadiyah University of Jember.

Keywords: *University, Case Study, Affordances, Constraints*

INTRODUCTION

Integrating technology in classroom setting has been done for decades in language classes and has been a popular area of interest as many scholars now try to respond to the demands of the 21st century learning. Technology is believed to provide comprehensive access to education (Yagcioglu, 2015). It can be used as a medium to approach all elements in education, from the curriculum to learners. Learner autonomy is one which technology can afford. There is such abundant evidence showing how technology is powerful to improve learner autonomy by enhancing their language skills and competence. Çelik, Arkın, and Sabriker (2012) did an investigation on how ICT in ELT impacts student's self-regulated learning and found that technology is mostly used by language learners to improve listening skills. They use English audios and videos from YouTube and their own inventories in their PCs. Additionally, learning from the findings in Young (2003), the Internet is considered interactive, thus useful for learning English. This interactive nature of technology facilitates different learning styles, which later can help promote effective learning and support the achievement of learner autonomy. In Indonesian context, Prihatin (2012) found the possibility the computers offer to engage language learners to learn not only in the classroom, but also beyond. Pinkman (2005) found that blogs have also shown the possibility to offer autonomy in learning. Blogs make English more meaningful to them as they feel the fun to use it in their blogs outside the classroom. These exemplify technologies as affordances as they are used to induce certain expected actions (Ryder & Wilson, 1996), which in this context is learning.

The idea of learner autonomy as an important aspect in learning has been discussed for decades. One popular definition of learner autonomy, written by Holec for the Council of Europe, is the "ability to take charge of one's own learning" (Çakıcı, 2015). According to studies conducted in this area of interest, learner autonomy is crucial in learning activities at least due to several reasons. First and foremost, learner autonomy can strengthen learning motivation, as said by Little (2006) that an autonomous learner knows what to do to improve his learning motivation. A different direction in the relationship between learner autonomy and motivation has also been found. Spratt, et al., (2002) in their findings suggest that motivation can be a powerful force to induce learner autonomy. Learner autonomy is also thought to be a significant characteristic of a learner because it can make learning "more focused and more purposeful, and thus more effective both immediately and in the longer term" (Little, 1991). An immediately effective learning is possible to achieve with learner autonomy because during classroom

activities an autonomous learner will have the confidence to choose the strategy which suits him best. The longer-term effect of learner autonomy is often related to lifelong learning, in which chances for autonomous to be lifelong learners are wider (Pinkman, 2005). Additionally, Healey (2002) stated in his study that technology has the potential to enhance learner's motivation for learning English in such a way that it offers more chances to being autonomous learner. Briefly, the significance of learner autonomy will go with the saying: you can lead a horse to water but you can't make him drink. In an educational context, a teacher can provide as many opportunities as possible to his students, but he cannot make the students learn if they do not want to. Teachers need to promote learner autonomy to make their students learn, not physically attend the classes and do activities as instructed.

Even though technologies have shown such capability to approach learner autonomy, investigations also reveal that technologies can become constraints, as opposed to affordances (Ryder & Wilson, 1996). Therefore, this paper aims to investigate how teachers see this dilemmatic position of using technology and whether they are aware of the direction technologies lead the students to.

METHOD

This is a case study which is approached qualitatively. This design is considered the most suitable to observe teacher's beliefs and attitude towards the use of technology in the class and its relation to promoting learner autonomy. As mentioned in Dornyei (2007), case study is used mainly to collect detailed information of a case. Moreover, qualitative approach offers a more in-depth explanation towards a phenomenon under study. Therefore, it is expected that the researcher can bring a comprehensive explanation as a result of thorough observation in the field of study.

Participants in this investigation are three university teachers in the Department of English Language Teaching, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember, Jember, Indonesia. Historically, the Department of ELT in Universitas Muhammadiyah Jember was the first in Jember, which was initiated in the Academic Year of 1981-1982. Each of the three is responsible for different classes. The first teacher, Teacher A, is teaching English for Young Learners (EYL), IT in ELT, and Pre-Writing. Secondly, Teacher B is a teacher of Pre-Intermediate English Grammar, Guided Writing, and Prose. The third teacher, Teacher C, is responsible for Inferential Listening, Interpretive Listening, and Guided Speaking. These teachers have over five years of experience, thus they are good informants for the case study.

Information was collected mainly by interviewing every teacher separately and observing their teaching practices. A semi-guided interview was used for this study, which comprises questions that are related to the research problems; beliefs and attitudes in using technology for teaching and learning purposes and their perception in regard to using technology to promote learner autonomy. Furthermore, the observation was mostly used as a confirming tool after the interview was undertaken. All information would later be analyzed and compared to the existing, relevant literature. This stage helps make and formulate the comprehensive explanation of the phenomenon, therefore further conclusion, suggestion and implication can be arranged. Although generalizability is still an issue in case studies, the knowledge obtained is expected to be able to fill a slot in the area of technology use to promote language autonomy.

FINDINGS AND DISCUSSION

The observation to three university teachers in Universitas Muhammadiyah Jember for the present study yielded some important information related to the research problems; teacher's beliefs to technology use and whether it provides affordance or constraint to the teaching. To the first research problem, which is the teacher's beliefs towards the use of technology for learning purposes, all the three teachers have a similar idea. They believe that technology is very good for their students as a one-stop reference for all knowledge, including for the courses they are teaching.

Teacher A sees her students facilitated with the help of technology especially the Internet, which is also affordable to provide them with varieties of self-learning sources. They can seek as much information as they want and learn anything they want. For example, for classroom presentations, some of her students could initiatively find other relevant sources to be presented in front of their classmates. They could use the information from the Internet for deepening their content knowledge in EYL. An observation was done to confirm, and it was found consistent with Teacher A's information. The students as presenters showed kinds of puppets as media to teach English to young learners, some of which are not stated in the course book provided by the teacher. Teacher A also sometimes recommended some learning sites for her students in the Writing Class for them to learn on their own. Teacher B, on the other

hand, who is responsible for teaching grammar, writing and prose class emphasized the advantage of using technology in her grammar class. She described that her students made use of exercises in the Internet as self-learning activity, even though she did not recommend them to do it. The Internet offers more interesting and interactive exercises than those in the course book, and with more various types of exercise. In addition to the Internet, Teacher B also sees the benefit of e-dictionaries in her student's spelling skill. She always suggests her students to look up the dictionary anytime they doubt the correct spelling of a word. Furthermore, Teacher C who teaches language skills, listening and speaking, expresses a similar idea. With the technology, especially again the Internet, her students can find so many examples of conversation in the real context. They can see differences of certain utterances and confirm to the teacher in the class. She also added that by their technology literacy, the students can better pronounce words using e-dictionaries. In her class, she usually delivers the learning material using videos, like dialogs or clips from a movie, to present the real use of the language.

From the interview, aside from the benefits of technology, Teacher A and B show their awareness of some drawbacks they experience while teaching using technology. In their writing classes, Teacher A with her Pre-Writing and Teacher B with her Guided Writing, believe that to some extent, the technology has affected the student's attitude towards writing. In the Guided-Writing class, for example, the teacher gives an exercise to write about a certain topic. Some students would simply browse the Internet to find a sample for this exercise and copy such work. This 'taking for granted' or 'copy-pasting' attitude has powerfully inhibited their learning of the skills. It also happened in the Pre-Writing class. Although the course's objective is to make some good sentences to construct a paragraph, many of the students tend to copy other people's work from the Internet. Such work can be identified by comparing the student's in-class work and homework. Teacher B also tends to find the 'copy-pasting' habit in her Prose class. It especially happens when the students are given the exercise to write an appreciation of a literary work. The students would find the appreciation from the Internet and submit it to the teacher. To identify that the work is not an original work of theirs, the teacher would check their students' understanding towards the prose; their failure to understand will obviously show their dishonesty. Teacher B's attempt to avoid such dishonesty is by giving the exercise in the class and not allowing them to use their smartphones. Moreover, the limited amount of time in the class becomes another issue inhibiting her to allow the students use smartphones in the class. On the other hand, Teacher C does not see any drawback of technology use for teaching and learning purposes. Further, she argues that this could be influenced by the nature of the course she is teaching, which is oral communication skills. In assessing her students' performance in both listening and speaking skills, she will require them to directly speak, thus very little chances are open for such 'copy-pasting' habit to occur. In her speaking class, mostly the students will be required to speak in pairs and in groups, while in her listening class, she will check her student's skill by directly asking. So, Teacher C believes that technology does not inhibit her student's skill.

The teachers have shown such positive attitudes towards technology use for learning activities that they are aware of its benefits and open chances for the technology to be in their classes. However, they also discover an unexpected yet unwanted habit of using the technology for learning, the copy-pasting habit, or what Ma, et al. (2008) term 'digital cheating' and 'plagiarism'. It is a serious issue in academic context which belongs to the form of academic dishonesty (Hosny and Fatima, 2014) and has been getting even more serious in the past decades, as literature has proved increase in student's cheating and their considering it as an 'okay' behavior even worse. The Internet, in this issue, may be considered the culprit for it bridges the student and the sources for plagiarism. With regard to learning autonomy, cheating and plagiarism inhibit learner autonomy. These behaviors show lack of responsibility of one's own learning, which opposes the definition of learner autonomy.

The second research problem, which is whether the technology use in the class is leaning towards the affordances or constraints. The former is very close to learner autonomy, while the latter has the potential to inhibit student to be more autonomous. In this study, only Teacher C thinks that the technology use in her teaching leans more to the affordance, while the other teachers believe that technology does not really promote learner autonomy. Teacher C believes that in her classes, listening and speaking, the most important is her student's involvement. This involvement is further defined as the student's ability to understand English questions and expressions by showing appropriate responses. Teacher C, therefore, has a positive view that the technology does not become a constraint. She admits that even though she cannot see significant effects of technology to the student's achievement in the class, as long as it does not disturb learning, she believes that technology will facilitate learners to be more autonomous.

However, Teacher A and B agree that technology has not yet helped students to be more autonomous. It is related to the previously mentioned identification about the dishonest behavior in their students. They are a little pessimistic that technology can help the students to be more autonomous with such behavior. This behavior shows the students' irresponsibility for their own learning; they fail to see, at least in the short term, how such dishonesty impacts their competence in a course. To these teachers, the student's real competence will be difficult to reveal when such dishonesty takes place. This concern urged the teachers to make the students learn their work by restricting the use of technology in the class. They can browse the Internet outside the class to prepare themselves for the class.

Thus, is restricting technology use in the class a solution to this problem? This attitude may not be true as it will inhibit learners to be more autonomous. Teachers cannot think that they can hamper the massive use of technology by their learners. It would be wiser that the teachers change their mindset thus way of teaching. Peggy A & Anne (2010) emphasized that to meet the demands in the 21st century learning, it will be no longer appropriate to use technologies minimally; using slides presentation, office application, the Internet for browsing material. Technologies should be used to increase effective teaching and learning activities thus creativity of the teachers is urgent. For the case investigated here, a serious changing movement in teaching is urgently required. Teachers need to renew their ways of teaching by giving tasks that require more than the low order thinking (knowledge and comprehension) but rather the higher ones (analysis, synthesis, evaluation), thus can minimize any academic dishonest behaviors to occur.

CONCLUSIONS AND SUGGESTIONS

University teachers have shown having positive attitudes towards technology use for learning. However, it was also found that cheating and plagiarism become more common among students and these inhibit learner autonomy. This also leads to the view that technologies in the class do not enhance learner autonomy, even they become constraints in learning. Teachers as agents of change need to change the way they teach to be more adaptive to the trend.

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STUDENTS' LANGUAGE LEARNING PREFERENCES AND TEACHER'S TEACHING TECHNIQUES IN THE AGRICULTURE FACULTY, BRAWIJAYA UNIVERSITY

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Abstract: Teaching requires good understanding not only of the material but also of teaching technique. An English teacher may have a lot of teaching technique references. However, only those which are appropriate with the students will work. Thus, it is necessary to know the students' learning preferences so that an effective teaching and learning process can be achieved. One hundred students of Agriculture Faculty who took English course participated in this research. Questionnaire was given to see their language learning preferences. Furthermore, the result of the questionnaire was compared to their module containing teachers' teaching techniques during the teaching and learning process. Interviews with their English teachers were also conducted to complete the data. The result showed that revision on module and teaching techniques were needed in order to meet the students' learning preferences.

Keywords: *Students' Learning Preferences, Teaching Techniques*

INTRODUCTION

Nowadays, the issue of ASEAN Economic Community (AEC) makes the role of English becomes more and more important in Indonesia. It is not surprising that many English practitioners propose various approaches, techniques, materials, or media to make the English teaching and learning process works well. However, no matter how brilliant the idea is in English language teaching, it will only work if it is supported by the environment and students' condition. Felder & Brent (2005: 68) state that:

"Students differ from one another in a wide variety of ways, including the types of instruction to which they respond best (learning styles), the ways they approach their studies (orientations to studying and approaches to learning), and their attitudes about the nature of knowledge and their role in constructing it (level of intellectual development)".

Every student is unique; they have their own characteristics and they have their own best ways in learning something. Some students may acquire something better when they are listening to the music. However, for some other students, music will distract their concentration. Their preferences in learning, in this case, can also be called as their learning styles. "Learning style also refers to the way in which we process information." (Boneva & Mihova, 2012: 5). Gilakjani (2012) argues that students may use all of their senses in understanding particular material; however, they seem to have preferences in a way that they can learn best.

In general, there are three kinds of students' learning styles which are visual, auditory, and tactile. Some experts may call tactile students as kinesthetic students. Furthermore, Boneva and Mihova (2012) explain those three learning styles as the following:

- a. Visual students will process the information better when they associate things with picture. For instance, they will have their own mental picture while reading text; the picture they have represents what is described in the text. Therefore, when they read something which is difficult to be visualized, they may miss it. Media such as maps, diagrams, charts, pictures, etc. will help them understand the materials better.
- b. Auditory Students are very good in listening to the information. Instead of reading books, auditory students will understand better if they are listening to someone telling the content of the book. They are really aware of the speech quality, tone, and timbre of the voice, intonation, etc. Auditory students usually enjoy music and easy to memorize song lyrics and conversation.

- c. Kinesthetic/ tactile students can learn best when they have chance to touch, imitate, or do other physical action. They can easily memorize something when they write it or when they can physically manipulate the information. Tactile students like to do physical activities. Thus, sitting for a long time will be challenging for them. This type of students usually does not like to read instructions.

Besides, we can also see the students' preferences in learning whether they like to learn something individually or in group. For students who like to learn individually, working in group may make the materials harder to be mastered; while students who like to work in group need friend to acquire the lesson better.

In language learning, in this case is English, considering students' language learning preferences is really important. Learning language needs practice and an appropriate practice (considering students' language preferences) will help the students master the language better. Khanum (2004) believes that considering learning style in learning second language is essential because it deals with the successful teaching and learning process. In the same vein, Obralic & Akbarov (2012) conclude their research by stating that knowing the learning preferences of the students will give benefit to the learning process. Teacher's teaching technique should match with the students' learning preferences so that effective teaching and learning process can be achieved. "Understanding learning styles and the role of learning styles in the teaching and learning process is a key component in effective teaching" (Csapo & Hayen, 2006:129). Chiya (2003) also believes that the teaching and learning process will be more successful when teachers consider the students' learning styles. Moreover, Chiya (2003: 8) states that "the gap between students' learning styles and teachers' teaching styles, and the lack of instruction on learning strategies might sometimes hinder students' learning". We have to remember that since people learn differently, a particular technique which works well for some people may become a problem for the others (Boneva and Mihova, 2012).

Shortly, since students' language preferences give big contribution to the success or failure of language learning, it is then important to make sure that the teachers' teaching technique in Agriculture Faculty has already met the students' language learning preferences.

METHOD

In this research, the researcher determined students' learning preferences by asking them to fill the questionnaire dealing with students' learning style. "The first thing teachers can do is to label the learning styles of students with a questionnaire" (Chiya, 2003: 4). The researcher also evaluated their module which showed the teacher's teaching techniques. Moreover, the researcher also did an interview to the teacher to complete the data about their teaching techniques. The result of questionnaire was compared to the result of module analysis and interview in order to see whether or not the teachers' teaching technique is appropriate to the students' language learning preferences.

One hundred and seven questionnaires were randomly given to Agriculture students, University of Brawijaya, who took English course. The questionnaire was adapted from AVID (Decades of College Dreams) Learning Style Survey. The questionnaire grouped the students into visual, auditory, or/ and tactile student. This questionnaire also helped the students to recognize their team work ability that they have; whether they best learn in group or individually. Since the questionnaire consisted of many questions, the researcher asked the students to bring it home and to collect it in the following day. Unfortunately, the researcher only received 91 questionnaires back. 2 of them were not calculated because the students did not completely answer the questions. The 89 questionnaires were then calculated to represent the students' language learning preferences.

In the same time, the researcher also evaluated the teaching technique the teacher used so far by evaluating the module and conducting interview with the teacher. Their English module was compiled in 2014 by English teacher team in Agriculture Faculty, University of Brawijaya. Beside the materials, the module also showed the teaching methods used during the teaching and learning process of English. However, since the document might not represent the actual teaching and learning process, an interview to the teachers were conducted. Teacher was asked some questions related to their English teaching techniques they used.

FINDINGS AND DISCUSSION

The students' learning style may influence their way in learning various subjects, including languages. We may find some students who like listening and speaking, some who like to analyze text;

and some students who learn best with the existence of visual support. However, most students have a mixed learning style (Boneva & Mihova, 2012).

The result of this research showed that some students have a mixed learning style indicating that they were good in more than one learning styles. The detailed data were shown in the following tables:

Table 1: Students' Learning Preferences I

Items	Number	Percentage
Visual	25	28.1
Auditory	12	13.5
Tactile	26	29.1
Visual and Auditory	6	6.7
Visual and Tactile	12	13.5
Auditory and Tactile	3	3.4
Visual, Auditory, Tactile	5	5.7
Total	89	100

By getting the result of the questionnaire, the teacher should be easier in deciding what techniques best for the students during the teaching and learning process. "Knowledge of learning styles is useful in designing classroom activities that support the development of this learning style" (Csapo and Hayen, 2006:129).

The data showed that most of students were tactile (29.1 %) and visual students (28.1%). In addition, we could see that 13.5% of the students were equally good in visual and tactile. It means that activities which involves pictures and physical movement should be used more during the English language teaching. Of course, we could not neglect the other preferences. We still have to give room for activities that are suitable for auditory students. During the English language teaching for Agriculture students, some activities such as providing Agriculture picture to be discussed by students or giving them video project to perform activities related to agriculture in English will be good for both visual and tactile students.

Table 2: Students' Learning Preferences II

Items	Number	Percentage
Individual	25	28.1
Group	52	58.4
Individual and Group	12	13.5
Total	89	100

The data showed that more than half of the students learn better when they were in group. It means that an activity which asks them to work in group such as discussion or group project should be dominantly used during the teaching and learning process. Since the most activities should be conducted in group, teacher has more duty to help the individual students engage with the other students. Teacher should make consideration when he/she groups the students. The teacher should make sure that students with individual learning style do not work in the same group and should be the minority in the group so that they can learn how to work in group. In addition, teacher should also give clear instructions about what to be done by each member of the group to make sure that all of the students work together.

The Module for English Course in Agriculture Faculty, University of Brawijaya consisted of instructional goal, materials, teaching techniques, and scoring rubric. This complete guideline was compiled to be used by all of English teachers and Agriculture students who took English course. This complete module would make sure that all of Agriculture students experience the same thing even though they were in the different classes with different teachers. The module showed that teacher should use lecture, brainstorming, discussion, two-stay-two-stray, task based learning, group work, guided writing, and peer feedback as the teaching methods. Each method had already matched with particular lesson; such as doing brainstorming to learn part of speech, doing two-stay-two-stray to learn present perfect tense, passive sentence, and complex sentence. Moreover, the detailed step about what to do was also written in the module.

At a glance, it seems that the teachers' teaching technique as stated in the module was in line with the students' preferences. They mostly perform group work; most of them matched with the students'

learning style which were mostly visual and tactile. A technique such as two-stay-two-stray, task-based learning, guided writing, and peer feedback were good for visual and tactile students. Shortly, the researcher found that the teachers' teaching technique based on the module was good and appropriate for the students.

In addition, the researcher conducted an interview to the teacher to make sure that they perform the same technique as the module stated. The researcher also wanted to see whether or not they had already satisfied with the teaching and learning process and how the result of that teaching technique was. Unfortunately, the researcher found that some teachers performed different techniques during the learning process. There were teachers who believed that the students understood the lesson better when they explained everything in the classroom. For instance, doing a lecture was a better method to teach part of speech compared to brainstorming; or two-stay-two-stray did not work well for some lecturers to help the students understand the complex sentences. The teacher also found that when he/she grouped the students, the students did not focus on the materials; they did not do the instructions and let only one or two students work to finish the assignment. This information made a fuss with the result of questionnaire. An activity such as lecture should be appropriate for auditory and individual students. On the other hand, some lecturers believed that the techniques stated in the module work well for their students. They found no problem during the teaching and learning process, students were happy in learning and they got good result of English test at the end of the course.

This different data from different teachers then leads to the possibility that 89 students who were chosen randomly were not adequate to represent the learning styles of all students. There was also possibility that there was a class consisting mostly auditory and individual students so that a lecture technique worked well for them. As a solution for this, a researcher suggested to change the inappropriate teacher's teaching technique and revise the techniques which were stated in the module. In the revision, the teachers should write various techniques for visual, auditory, and tactile students for one material. Moreover, the teacher should also plan both individual and group work activities for one material so that they will still have various, interesting, and effective teaching techniques for any types of students instead of doing lecture again and again when the teaching technique suggestions from the module did not work. Teachers should also be aware that monotonous activities such as giving lecture will also cause boredom even for auditory and individual students. In addition, the revision should be followed by learning style survey for the students in the beginning of the meeting, so that the teacher really knows the condition of the class and easily choose the teaching technique based on the students' language learning preferences.

If the module can propose various teaching techniques for each students' learning styles, it will help not only the teacher but also the students when they learn the lesson outside the classroom. Moreover, it will be better if the teachers do not only revise the teaching techniques but also the media and materials. Johnson (2011: 1-2) gives tips for teachers in revising the module as follows:

Table 3: Tips for the Visual, Auditory, and Tactile Learners

Visual	Auditory	Tactile
a. use maps, timelines, and pictures	a. Use word association for facts/dates	a. Take frequent (brief) breaks
b. outline everything	b. Listen to podcasts/recorded lectures	b. Hands-on activities, such as experiments and historical re-enactment
c. take notes on reading, videos, etc.	c. Use videos when appropriate	c. Build models
d. use color-coding	d. Discuss subject matter aloud	d. Enroll in multiple classes, such as dance, kickboxing, and sports
e. Highlight/underline words	e. Listen to audiobooks	e. Emphasize
f. Diagram when possible (Venn diagrams, sentence diagramming)	f. Read notes aloud and record	f. adventure/action books
g. Flashcards (color cards and/or markers)	g. Repeat things aloud when possible	g. Involve role-playing and acting
h. Use different kinds of charts (pie bar, line)	h. Study in groups with discussion	h. Study in groups with frequent breaks
		i. Use flash cards for memory

CONCLUSIONS AND SUGGESTIONS

Unfortunately, the strong theory about good relationship between students' language learning preferences and the teacher's teaching techniques cannot clearly be shown in this research. It was because the number of students is not considered enough to represent the learning style of all of the Agriculture students. Therefore, it is suggested for further research to involve more students so that more accurate data can be obtained. Regardless of classes that should perform different technique from the module, it is still good to believe that students' learning preferences give good contribution to English language teaching. This positive idea is also supported by a class that successfully perform the suggested techniques for visual and tactile group. Furthermore, knowing students' learning style will not only help the teacher in designing appropriate teaching technique but also help the students themselves to see how they should learn something.

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PROMOTING AUTONOMOUS LEARNERS THROUGH SOCRATIC METHOD FOR TEACHING READING

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Abstract: One of the characteristics of an autonomous learner is being critical. Being critical as a soft skill is a must-have skill since the students will be lifelong learners and this skill is needed for the rest of their life. Speaking or reading can be taught in the classroom using Socrates method. The teacher gives six sequences of questions to the students to generate information and ideas from them. These questions trigger students to think. This paper discusses the history of Socratic method, how Socratic method is used in the classroom, the purpose of implementing Socratic Method for critical reading, the teacher's roles, the step of using Socratic method for reading, and the six-sequenced questions of Socratic method used.

Keywords: *autonomous learner, critical students, reading skill*

INTRODUCTION

Information technology has developed rapidly. Everyone can easily access loads of information in a swap and on a click. Besides accessing information, people nowadays can share their ideas or news through social media such as facebook, twitter, instagram, path, blogs, and other media.

Being submerged by news from miscellaneous news sites and sources, people need to be critical in reading the news in order not to easily believe and get provoked. The false information may lead to misunderstanding, blasphemy, defamation suit, hatred or other serious impacts. Therefore, Educators have the responsibility for teaching students, as a part of society, to be critical.

Being critical as a soft skill is a must-have skill since students will be lifelong learners and this skill is employed anytime for their rest of their life. Critical thinking is the result of training. The training can be done in the class when teaching speaking or reading by using Socrates method. The teacher conveys six sequences of questions to the students to generate information and ideas from them. These questions trigger student to think.

In this paper, the history of Socratic method, how Socratic method used in the classroom, the purpose of implementing Socratic Method for critical reading, the teacher's roles, the step of using Socratic method for reading, and the six-sequenced questions of Socratic method used will be explained further.

HISTORY OF SOCRATIC METHOD

Coffe (n.d) states in her article that the Socratic Method is more than 2400 years old and laid on Socrates' belief that lecturing or telling was not an effective method of teaching all students. Socrates taught his students by asking question that made them think and later would find the answer or solution by themselves. Further Coffe (n.d) writes that Socrates was one of the greatest educators who taught by asking questions and thus drawing out answers from his pupils ('ex duco', means to 'lead out', which is the root of 'education') and his story is told by Plato one of his loyal students. Today, as more people find this method is interesting to be used in the classroom setting, some people has formulated how this method implemented.

THE SOCRATIC METHOD IN THE CLASSROOM

Socratic Method is a technique of using a questioning-and-interaction sequence designed to derive information out of students rather than load it into them. The teacher does not focus the questioning sequence to one student but move slowly throughout the class. This method is totally verbal and interactive. Most teachers use this method to develop content information. A Socratic dialogue is a collective attempt to find the answer to a fundamental question or issue. The question or issue is the center of the dialogue. Sweet and Elkind (1997) proposes that Socratic Method works very well with older students, whose abstract thinking skills are well developed. Further, he recommends that

regardless of age, decision-making challenges do not ask by saying, "What would you do?" but use "what's the right thing to do?" to make consensus. Therefore, practicing Socratic Method in the classroom, Moore (2005) states that the Socratic Method has the following general patterns:

1. A broad, open-ended question that most students can answer is asked first.
2. A second questioning sequence begins to narrow the range of responses and focuses the students' thinking onto the topic of the questioning strategy.
3. Review lecturers and/or statements are interspersed among the questions in order to keep the salient points in the forefront.
4. A concluding question then brings the students to the desired end point.

The ultimate goal of Socratic Learning Method is not to help the students to come up with a preposition that they can rest safely (Lam, 2011) since it will create dogma for the students but to let them examine their own beliefs and new information they encounter and they should become independent learners with curiosity and sensitivity toward new information and develop a mental habit of active inquiry and vigorous thinking (Lam, 2011). Knowing the fundamental pattern of Socratic Method eases us to implement it for teaching critical reading which has several purposes.

PURPOSE OF USING SOCRATIC METHOD FOR CRITICAL READING

Socratic Method is a part of inquiry learning and one of constructivist education approaches (Lam, 2011). Constructivists believe that human brain is not totally blank like a sheet of paper but integrating from prior knowledge and new information as our brain can relate them (Lam, 2011). Furthermore, constructivist approach is applicable for teaching to prevent from misconception and this approach can correct their misconception (Lam, 2011). Teaching critical reading involves logical and rhetorical skills (Writing skill of Ohio University, n.d) and this can be assisted by implementing Socratic Method. Socratic Method is based on the Socrates' idea of recollection and emphasis on inquiry, learning demands both reflection and integration of preconceptions with new information (Lam, 2011) which they can get from reading. By asking questions verbally, we can elicit students' understanding of the text and uncover the ideas and the purpose of the writer to the student. Besides eliciting the understanding, we can evaluate their concept and prevent them from misconception. The verbal and interactive session (for beginner the questions can be written) in the class by teacher to the students is done after the students read the material related to the topic chosen. Subsequently, they can construct a new knowledge from the prior knowledge they have got from the reading and from discussion. To sum up, this method is effective to teach critical reading since it is beneficial to:

- check the students' reading comprehension
- be critical and thoughtful toward the reading material is being read
- engage the students in the discussion of the reading material by asking questions
- keep the students participated actively in the discussion of the reading
- enable students to construct their understanding, knowledge, belief and values
- lead the students to a desired new perspective about the reading material
- make the students to be critical and thoughtful

To achieve the objectives, it is significant to know the teacher's roles since teachers play significant role in the teaching and learning, especially in applying this method.

TEACHER'S ROLES

Since this method is purely verbal and interactive, teachers play significant role here. They are to lead the discussion and keep the discussion focused. Heather Coffey (n.d) highlights the responsibilities of the teacher as follows:

- the teacher should develop open-ended questions about texts
- encourage students to use textual evidence to support their opinions and answers
- use questions to guide discussion around specific learning goals
- establish guidelines to help students understand their roles and responsibilities.

Paul and Elder (1997) also suggest that the teacher should:

- keep the discussion focused
- keep the discussion intellectually responsible
- stimulating the discussion with probing questions
- periodically summarizing what has and what has not been dealt with and/or resolved
- draw as many students as possible into the discussion.

TEACHING STEPS

The following are the steps of teaching reading using Socratic Method:

1. Prepare reading material of certain topic and distribute to the students (students may add references)
2. Assign the students time to read prior to the class
3. Tell the students about the class activities using Socratic Method including the rules such as no interruption, raising hand if they want to deliver ideas, and prohibition of using bad or offensive words.
4. During the class session, guide the students to understand the text by asking the main ideas and the idiom or expression used by the writer and why the writer chose them.
5. Lead the discussion by giving questions using Socratic method (six types of sequenced questions)
6. Ask one student then move to other student
7. Involve as many students as possible in the discussion
8. Encourage students to use textual evidence to support their opinions and answers
9. Ask the students to restate the conclusion of a new perspective after discussion
10. Ask what they have learnt from the reading and discussion

Besides having one-to-one question and answer session between teacher and students, Gonzales (2015) suggests that we can apply this method by writing the discussion questions and for larger classes, teachers may need to set up seminars in more of a fishbowl-like arrangement, then group the students into one inner circle that will participate in the discussion, and one outer circle that observe silently, take notes, and eventually change position with those in the inner circle, sometimes all at once, and sometimes by "tapping in" as the urge strikes them.

The techniques suggested by Gonzales can be applied after the students understand how Socratic Method implemented as modeled by teacher in one-to-one teacher and student interaction.

THE SIX TYPES OF SEQUENCED QUESTIONS OF SOCRATIC METHOD

After reading a text, teachers can start asking students the reading comprehension questions, that include topic, summary, main ideas, the meaning of particular idioms and expressions used by the writer. Teachers then can draw information related to their deeper understanding and lesson learned from the text by using Socratic questions which are classified into six types of sequenced-questions outlined by Richard (1993) and cited by Moore (2005) in his book, *Effective Instructional Strategies as follows*:

1. Conceptual clarification questions
 - *What do you mean by that?*
 - *Can you give me an example?*
 - *Why do you say that?*
2. Probing assumptions
 - *What else could we assume?*
 - *You seem to be assuming ... ?*
 - *Why would somebody say that?*
 - *Is that always the case?*
 - *Please explain why/how ... ?*
3. Probing rationale, reasons and evidence
 - *What are your reason for saying that?*
 - *What evidence is there to support what you are saying?*
 - *Could you explain your reason?*
4. Probe implications and consequences
 - *Then what would happen?*
 - *What are the consequences of that assumption?*
 - *How could ... be used to ... ?*
 - *What are the implications of ... ?*
 - *How does ... affect ... ?*
 - *How does ... fit with what we learned before?*
 - *Why is ... important?*
 - *What is the best ... ? Why?*
5. Questioning viewpoints and perspectives

- *What would be another way of saying that?*
 - *What is an alternative?*
 - *How do Judy's ideas differ from Mike's?*
 - *Show me ... ?*
6. Questions about the question
- *What was the point of asking that question?*
 - *Why do you think I asked this question?*
 - *What was the point of asking that question?*
 - *Why do you think I asked this question?*
 - *Am I making sense? Why not?*
 - *What else might I ask?*
 - *What does that mean?*

The above mentioned questions will construct students own value and belief, which later may affect their behavior outside the class and for long term behavior.

SAMPLES SOCRATIC METHOD DIALOGUE IN THE CLASSROOM:

The following is a sample dialogue which occur in a class in which the socratic method is applied:

Topic	: Racism
Time allotment	: 90 minutes
Time for discussion	: 60 minutes
Objectives	: to give the students insight about racism and promote awareness and respect on diversities
Teacher	: What is the text about?
Students 1	: Racism
Teacher	: Why do you think he wrote this? (Question 1 conceptual clarification question)
Students 2	: The writer wants to explain about racism.
Teacher	: Why did he want us to know about racism? (Question 2 probing assumption)
Student 3	: He wants to us to know the impacts/ effects of racism in our social life as he stated in paragraph 2 and 3.
Teacher	: Why do you think he explain about the impact? (Question 3 probing rationale, reason, and evidence)
Students 4	: To make us aware of racism and not to be or act racist and it will cause serious impacts like war in Nazi time as stated in the second paragraph.
Teacher	: What might be the consequences of being racist? (Question 4 probe implications and consequences)
Student 5	: it will cause very dire serious impacts like Jews cleansing in Nazi time as stated in the second paragraph
Teacher	: So how should act? (Question 5 about viewpoints of perspectives)
Students 6	: We should respect all people without differentiating them from social economy, race or religion background. We must celebrate the diversities instead of problematizing this.
Teacher	: Do you think that can prevent us from being racist? (Question 6 question about question?)
Student 7	: Yes, since we are human being who are born without being able to choose what kind of human will be as they might be an indefinite superpower above us that determine our destiny and put us as we are now.

For the more complete and detail implementation of using Socratic Method for teaching critical reading can be seen in the appendix 1 about lesson plan.

CONCLUSIONS AND SUGGESTIONS

The Socrates method is beneficial for checking students' understanding of reading texts, encouraging students to read more than one reading resource. The verbal interactive activities between teacher and students in this method make students feel more engaged and gives them deeper understanding about current issues being discussed. The implementation of this method can make

teaching and learning process more meaningful in the way that it helps students develop a critical attitude in responding to any issues or phenomena that occur around them and know how to respond wisely and critically to any information by cross-checking

Teachers should know the characteristics of the students well before deciding what method suits to the students including implementing this method. Besides, Teachers should carefully select reading material for students. An experimental research can be conducted to prove the effectiveness of the implementation of Socrates method in the teaching and learning of reading.

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MAKING VIDEO PRESENTATION PROJECT: A MEDIA FOR AGRICULTURE STUDENTS IN COMPREHENDING JOURNAL ARTICLE AUTONOMOUSLY

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Abstract: Non-English Department students should be able to read journal articles written in English to expand their knowledge. Yet, the students in this study, who major in agriculture, found difficulties in understanding the whole content of a journal article. In addition to a lack of knowledge about English language, most of them are confused on how to get started in reading journal articles. To bridge the gap between English proficiency and how to get started in reading journal articles, this study aims to investigate students' perspective on the use of video project. The participants of this study were 23 agriculture students. The researcher used two steps in implementing this project. First, the researcher guided the students to read a journal article in the classroom. The students were allowed to make a summary for each sub topic: introduction, research method, result and discussion, and conclusion. Next, the researcher let the students discuss the concept of a video presentation based on the article outside the class. They were expected to learn autonomously how to present the journal article through a video. The researcher then interviewed the students' opinion about the video project at the end of the project. To sum up, video project can both ignite students' creativity and help them comprehend journal articles more easily.

Keywords: *Video Presentation Project, Agriculture Students, Reading Comprehension*

INTRODUCTION

English language is taught not only in English department but also in non-English department. However, the materials taught in non-English department especially Agriculture department are different from English department. The materials are focused on basic grammar, speaking, reading, and writing. The topics for speaking, reading, and writing cover Agricultural issues. In the beginning of semester, Basic grammar taught covers parts of speech, tenses, sentence structure, and vocabulary. All materials are given in one semester. During one semester, Agriculture students are expected to have ability in speaking, reading, and writing in English language. Especially in reading, the students must read and comprehend journal article. Then, they should present the content of the journal as well. For Agriculture students, reading and presenting a journal article are a big difficulty for them. Beside a lack of knowledge about English language, most of them are confused how to get started in reading journal article because it has several topics such as introduction, research method, result and discussion, and conclusion. Moreover, they should present it in front of their classmates after they comprehend the content of the journal.

Reading is one of activities which most of students are lazy to do. Furthermore, the students must read the journal article in English. Besides, Agriculture students are more interested in physical activity than passive activity in the classroom. They will actively participate in practices activity outside the class rather than attending a presentation in the classroom. During in the classroom, they should attend many lectures, or sometimes they should present some articles or report in front of the class. Therefore, they need an interesting activity for reading in English class.

Video project as media for presenting the content of journal article is one of methods that is implemented in reading session. There were various studies which implemented project based or video project specifically. Aksel and Kahraman (2014) investigated the effectiveness of video project assignment on foreign language. They used quantitative research in analyzing the data. Liu (2016) also investigates whether blending a class video blog into face-to-face instruction may simultaneously enhance university students' actual learning performance and affective outcome. Different from Aksel and Kahraman 2014, the present study did not apply quantitative research because the researcher focuses on the students' perspective on video project. The researcher investigates the video project on reading session whereas Liu 2016 investigates the effectiveness of the use a class video blog.

The lecturer utilizes the technology to engage the students in reading session. By using video project, the students are expected to have high motivation in reading and comprehending journal article. Unlike Esteban and Arahal (2015) who investigate the project based learning conducted in engineering context, the present study investigates project based in the reading session, in Agriculture department. Pablo et.al (2017) highlighted the opinions given by teachers at different schools in Spain with regard to project-based learning. The present study also investigates project based learning, but it is specifically focused on video project that is already implemented in the classroom. Different from Pablo et.al 2017, the researcher takes the students as respondents, not the teachers. In short, the present study is aimed to investigate the students' perspective on the use of video project.

METHOD

This study was conducted in one of universities in Malang, East Java. Twenty three Agriculture department students willingly participated in this study. The researcher took the data by using questionnaire and interview. The questions covered the students' opinion about video project as their assignment and questions on their difficulties during the process of making video.

Two steps are implemented during the process of video project. First, the lecturer divided the students into some groups. One group consists of 4-6 students depending on the length of the text. Each group got different journal article which were provided by the lecturer. The lecturer allowed the students to choose their leader of the group. The leader of the group distributed some subtopics in journal article to each member. The lecturer let the students to read silently for 20 minutes. After 20 minutes, they started to discuss with their group. During group discussion, lecturer is moving around the class to monitor their activity. In the last session, the lecturer asked the students to make a report of what they understood from their journal article.

Second, the lecturer invited the students to discuss their previous report or summary. Both lecturer and student gave feedback each other. If the content of the journal article are already matched with the students' understanding, the lecturer allowed the students to discuss the concept of video making. In the process of video project, the students were expected to learn how to present clearly and fluently in front of camera and how they made others comprehend their speaking.

FINDINGS AND DISCUSSION

The data taken from questionnaire and interview revealed that 23 respondents strongly agreed that video project is appropriate media for understanding presenting journal article. They also felt that video project help them to comprehend the journal article indirectly. Most of them stated that video project must be re-implemented in the following semester. It implies that video project helps the students comprehend the journal article well. The students also have a positive perspective on video project as their assignment in presenting journal article. This result is in line with Aksel and Kahraman's (2014) study. They observed that the students had quite positive opinion on preparing the video project. They also became aware that technology can be used efficiently in learning a foreign language.

Twenty respondents stated that the most challenging part in video project is when they present the content of journal article during recording session. During the process of recording, they have to retake a scene for several times because of some reasons such as nervous and noisy condition. Therefore, they are forced to present clearly and fluently in several times. It makes them memorize the content very well. However, some of them felt that video project is an interesting activity because it is outdoor activity. Some funny moment are also captured when they take a scene. Another interesting activity is editing the video. Those moments implies that recording session made some various conditions for students. Students learn how to get rid of their anxiety and nervous in front of camera. In order to get a good presentation in video, they willingly repeat and re-evaluate their presentation during the recording session. If they found a mistake in the middle of the scene, they take it as funny moment. Therefore, they are not shy making mistake. Smallheer et.al (2017) also agreed that through the use of video, students are provided to learn their own mistakes in a safe environment.

The most difficult part in the process of video project is reading the text. According to 18 respondents, reading and comprehending the text are the most difficult part. If they are not assigned to make a video, they will not be motivated to read the journal article. Besides, 22 respondents said that presenting article through video are the most interesting activity than presenting article through poster or power point.

CONCLUSIONS AND SUGGESTIONS

From the result above, it is concluded that most of students had positive perspective on video project as media for presenting journal article. They also agreed that this kind of project will be re-implemented in the following semester because it is one of interesting activity. Since the Agriculture students are more interested in physical activity and outdoor activity, the video project is the most suitable method for them. Future researchers may also investigate the application and effectiveness of technique for other non-English department students. In conclusion, the present study hopefully can contribute to the broad knowledge of teaching English especially in English teaching method for English as Specific Purposes.

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ASSESSING ENGLISH PRONUNCIATION PROFICIENCY OF L2 STUDENTS USING WHATSAPP MESSENGER

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Abstract: Whatsapp is facilitated with an audio recording feature which can be used for learning how to produce correct pronunciation. This study employs comparative-descriptive design and involves eighty undergraduate English department students. The instrument used is a quiz consisting of two sets, each of which has five questions on four aspects as follows: (1) introducing oneself, (2) listening comprehension, (3) reading aloud, (4) pronouncing minimal pairs, and (5) self-assessing pronunciation proficiency. The analysis is done to compare the students' pronunciation in the quiz using Whatsapp messenger and in the conventional pronunciation quiz. The finding shows that those in Whatsapp group (the group which took the quiz through WA) pronounced more correct words in introducing oneself and showed less hesitation in listening comprehension. Similarly, the reading aloud task also shows that Whatsapp gives more opportunities to support the learner's autonomous learning to improve their pronunciation skill. Meanwhile, the minimal pair task becomes the hardest challenge for students in both groups. In addition, Whatsapp group has fewer identified errors and mispronunciation in introducing oneself and reading aloud. In the listening comprehension, the mispronunciation is affected by the students' first language.

Keywords: *Learning Autonomy, Pronunciation Proficiency, Self-Assessment, Whatsapp Messenger*

INTRODUCTION

The teaching of pronunciation today has been changing along with the different perceptions on the nature of pronunciation. Pronunciation is a sub-skill which is often neglected as the emphasis is on the communicativeness of the utterance. Supporting this perception, Krashen (1982) argues that pronunciation is acquired rather than learned. This can lead to the assumption that the teaching of pronunciation designed to promote accurate pronunciation was at best useless and worst detrimental. However, there is an increased interest in teaching pronunciation which has increased a number of effective strategies of teaching pronunciation today in communicative classrooms (Muller, 2013). The effectiveness of the strategies needs a good assessment as well. The assessment offered in this study is on the use of WhasApp (WA).

WA is one of the chat tool provided by instant messaging service that uses internet for communication. In addition to text messages, users can exchange image, audio, video, web links or files. Started since 2009, WA has over 500 million active users using the messenger tool for various purposes. One of the possible purposes is to use it as a medium of assessment in the teaching and learning of pronunciation practice. The features provided enable the users to send audio texts or passages and record their voices. These can be useful as the assessment tool of pronunciation which can improve the dynamics of the teaching pronunciation.

Regarding the dynamics of the teaching of pronunciation, Muller (2013) identifies different research emphases. Current research projects on pronunciation deal with more quantitative empirical findings on learners' development rather than exploring how pronunciation is closely related to highly individualized nature of learning process. Therefore, pronunciation needs to be conceptualized as strongly relevant with learner's different dispositions which require learners' autonomous learning skill to develop her or his pronunciation proficiency.

Learning autonomy is supported by information technology especially on the use of social media such as WA. WA is facilitated with the features of audio recording which can be used for learning how to produce correct pronunciation as well as evaluating the pronunciation proficiency. The evaluation can be used not only by the hearer but also the speaker him or herself. Therefore, it enables the practice of self-assessment which can be regarded as one of the implementations of learning autonomy. In

pronunciation, self-assessment is needed to encourage the learning motivation in the context of English as second language (L2).

This study is to explain the use of WA in assessing English department students' pronunciation especially in four aspects as follows: (1) introducing oneself which includes the ability to express oneself and give brief explanation on his or her identity using correct English pronunciation and appropriate expressions; (2) expressing the listening comprehension skill by using well pronounced answer; (3) reading aloud a given passage in good pronunciation; (4) distinguishing sound production of minimal pairs; and (5) ability to self-assess students' pronunciation proficiency.

THEORETICAL FRAMEWORK

Learning Pronunciation and Personality Factor

Today the role of pronunciation is more various. Different schools of language teaching have varied perceptions on the role of pronunciation with different emphases, which are mostly still concerned with the traditional notions of pronunciation, minimal pairs, drills and short conversations (Castillo, 1990 in Siahpoosh, 2008). The pronunciation programs were viewed as meaningless communicative drill (Morley, 1991 in Siahpoosh, 2008). Despite the various perceptions, the importance of pronunciation teaching and learning is still significant to develop L2 students' oral proficiency. This is based on the reason that the sound system of the target language and the students' mother tongue can be a factor influencing the communicativeness of the language produced in terms of pronunciation accuracy. Indeed, more practice is needed to eliminate the fossilized pronunciation habits which hinder the ability to have intelligible pronunciation production.

On the teaching and learning of pronunciation, studies show different results among different ages. Some support the notion that children enjoy an advantage over adults as they can imitate better. Different learners might respond differently to the teaching of pronunciation either emotionally or cognitively. Therefore, several kinds of teaching methods and strategies are needed to meet the need of different kinds of learners (Brown, 1992). Based on this reason, it can be inferred that learner variable is a real matter.

Learner variable is an issue in the teaching and learning of pronunciation. Siahpoosh (2008) investigated the effect of introversion and extraversion on the pronunciation performance of Iranian students. Using Eysenck's test of personality which was administered on 50 female teenagers and 50 female adults along with pronunciation test, the results were impressive. In the group of teenagers, introverted ones outdid the extroverted ones. Whereas, the extroverted adults were better than the introverted ones. This shows the strong link between the pronunciation performance and personality factor.

The above finding is supported by Busch (1982 in Siahpoosh, 2008). She explored the relationship of personality factor and the English pronunciation of Japanese learners. Introverts were significantly better than extraverts in their pronunciation. The possible reason is that introverted personalities may not have so many friends and have a preference for working in pairs or smaller groups. They may prefer individual activity, perhaps with one clear purpose. However, different findings occur in different settings where the Toronto study (Naiman et al. 1996 in Siahpoosh, 2008) found no significant effect for extraversion in characterizing the good language learner.

Considering that in Indonesia English learning has similar context to the above studies, it can be hypothesized that the personality factor to some extent influences the language performance especially on pronunciation. Therefore, it can be inferred that making use of various facilities for different learner's personality become a significant issue.

Assessing Pronunciation and Autonomous Learning

In general, the success of English learning has to do with the learner variable as noted earlier. Consequently, looking more at the opportunity to support the learner's autonomous learning skill is a promising alternative. Autonomy, according to Benson (2001 in Merawati, 2008) deals with process, not product. Learners only work toward autonomy although they still need guidance from language teachers. This is because they do not have much knowledge about language and experience to learn English in L2 or foreign language context.

By having clear goals, students can learn language independently. When the students' goal is only passing the final test, they cannot be expected to work autonomously to develop their language performance. On the other hand, guiding students to develop autonomous learning skill is proven to be

effective to enhance the learning strategy and better result (Merawati, 2008). In the context of learning pronunciation, students need to be facilitated to learn the model, acquire the skill, and assess their performance autonomously. This can be done using self-access language learning supported by technology.

One of the uses of technology for language learning offered in this study is WA. In the context of English Language Teaching, this facility can be used for language learning, particularly on pronunciation, which also can be utilized for assessment. On assessing language performance, Teacher-based Assessment (TBA) is widely used. Some characteristics of TBA are promoted by the work of Assessment Reform Group (in Davidson & Leung, 2009) as follows: (1) it is embedded in a view of teaching and learning of which it is an essential part; (2) its learning goals are shared with students; (3) it aims to help students know and recognize the standards they are aiming for; (4) students are involved in self-assessment; (5) it provides feedback which helps students recognize their next steps and how to take them; (6) it is underpinned by confidence that every student can improve; and (7) both teacher and students review and reflect on assessment data.

In the context of language learning, the type of assessment which is recommended in EFL setting is interactive assessment. Applied to assess oral proficiency, this type of assessment required teacher's questions which make increasing cognitive and linguistic demands on the learners. The teacher is encouraged to interact individually with the student at any time, asking specific question(s) to clarify and encourage the student to extend ideas, help prompt and scaffold the student's oral interaction, probe the range and depth of their oral language skills, and verify the student's understanding of what s/he is saying (Davidson & Leung, 2009).

METHOD

The present study employs comparative-descriptive design by identifying the pronunciation performance assessed using WA and conventional pronunciation quiz. It is followed by the exploration of the real pronunciation practices to see the variations occurring. In quantitative work, the intent is to explore the similarities and differences of the results between the two assessment tools.

The instrument used is a quiz consisting of two sets given to both WA quiz group and conventional quiz group. The first quiz set was on agriculture report and the second quiz set on the Statue of Liberty. Each set had five questions. Question one was about introduction, question two and three were based on the audio texts taken from VOA Special English. Question four was about pronunciation practice at minimum pairs. Question five was on self-assessment.

The target population of the study were English Department students. The accessible population were the students of English Department at Humanities Faculty of Universitas Islam Negeri Maulana Malik Ibrahim. The students had passed English Intensive Course as the requirement. By doing so, it is expected that the students would have no problem relating to understanding the instruction in the quiz. In the preliminary study, a survey was conducted to identify the number of the students who had been using WA. Because the application needed to be supported by android or tablets or PC, the survey was useful to make sure that participants were familiar with the chat tool. All of the students using WA were taken as the accessible population as the experiment group, therefore there was no sampling technique applied. There were 40 active WA users. The control group consisted of the students who were voluntarily involved in the research.

FINDINGS AND DISCUSSION

The Use of WA to Assess L2 Students' Pronunciation

Based on the findings, the data reveals that students' pronunciation has some different characteristics compared to those involved in the conventional quiz. The identified characteristics are on the number of correct words pronounced and the conversational features involved.

Table 1: Statistics of number of correct words

Measures	WA quiz group	Conventional quiz group
Mean	21,29	18,27
Median	20,00	16,00
Mode	10,00	13,00
Standard Deviation	9,36	8,24
Variation	87,76	68,00

Measures	WA quiz group	Conventional quiz group
Maximum score	45,00	40,00
Minimum score	10,00	9,00
Range	35,00	31,00

As shown in Table 1, the students using WA pronounced more correct words compared to those in conventional quiz group. This is because they can have a better preparation before recording their voice. Concerning the conversation feature, the students used less repeated words but more various interjections.

The differences of both groups are shown in the use of repetition, repair, and false start. With the less conversational feature in the utterances compared to those in the conventional quiz group, it shows that the students have less hesitation. More hesitation occurs in the natural face-to-face talk like in the conventional quiz. This shows that using WA the students had more opportunities to prepare themselves before expressing their utterances. In the task of introducing oneself, the students' utterances present their basic ability of pronouncing simple expression. With the WA feature, the students can make their best preparation to utter the expression with the correct pronunciation.

The fact that face-to-face quiz affects L2 students' pronunciation performance basically deals with the learner variable. Learner variable is an issue in the teaching and learning of pronunciation. This shows the strong link between the pronunciation performance and personality factor as found by Siahpoosh (2008). The finding of this study is also in line with Busch (1982 in Siahpoosh, 2008) that introverts were significantly better than extroverts in their pronunciation. Through WA the practice of pronunciation assessment can be done as an individual activity. Considering that in Indonesia the English learning has a similar context to learners of L2 setting, it can be inferred that the personality factor to some extent influences the language performance especially on pronunciation. Therefore, it can be inferred that making use of various facilities for different learner's personality become a significant issue which in this study the use of WA is offered.

The next ability assessed through WA quiz is answering the listening comprehension question correctly which is characterized by the accuracy and the conversational features existing. The finding shows that the students perform differently on the bases of the audio-text given. There are two audio texts used in the quiz, on "The Statue of Liberty" and "Not All Carrots are Orange". The identified error is related with the accuracy of mentioning the detailed information stated in the audio-text. The difficulty occurs in pronouncing numbers like year of happening and shape or size of an object.

The analysis also reveals that using WA quiz, the students can give the answer closer to the expected one, whereas in the conventional quiz group, some students did not give the answer by just rephrasing the question. These show that using WA, the students can listen to the audio-text much better as they can replay it several times, while in the conventional quiz, the chance given is limited to maximum three times.

Similar to the occurrence of hesitation in introducing oneself, in answering the listening comprehension question, short and medium pauses are frequently found in all of the utterances. Similarly, the occurrence of filled pauses such as *eh*, *uh* and *ehm* are mostly found in the middle of the utterances especially when the speakers try to make their answer accurate by referring to part of the audio-text. They almost never use interjection. This reflects the ease to talk through WA compared to talking face to face in conventional quiz group. In addition, the repairs and repetitions occur in WA group also show the lessening pressure as the speakers do not have to worry about facing the examiner which may cause more hesitation. It reflects another benefit of using WA quiz to assess L2 students' pronunciation performance.

Another way of assessing the pronunciation proficiency is through reading aloud. The ability to read aloud is examined by asking the students to pronounce correctly some sentences related to the audio text. The better listening comprehension results in the more accurate pronunciation in the reading aloud task. The audio-text has a similar word count (25-27 words to pronounce). The different topics affect the accuracy as on the topic on agriculture report, the students can pronounce correctly 63%. Meanwhile, on the other sentences to read, the ability reaches 80%. The performance of those in WA group is also better as shown in Table 2.

Table 2: Statistics of mispronounced words in listening comprehension

Measures	WA quiz group	Conventional quiz group
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Measures	WA quiz group	Conventional quiz group
Mean	1,17	1,55
Median	1,00	1,00
Mode	,00	,00
Standard Deviation	1,32	1,69
Variation	1,74	2,87
Maximum score	5,00	7,00
Minimum score	0,00	0,00
Range	5,00	7,00

Through WA, the learners have their freedom to play the audio-text several times. This means that the students can apply their autonomous learning. WA gives more opportunities to support the learner's autonomous learning skill which stresses on the process not on product. This is in line with the view of Benson (2001 in Merawati, 2008) where learners only work toward autonomy although they still need guidance from language teachers.

Another ability assessed is on distinguishing sound which is examined through two sets of minimal pairs. In the findings on minimal pairs, the first set of minimal pairs result in 8% accurate pronunciation, which means that this type of task is difficult for the students. Moreover, on the second set of minimal pairs, none of the given words can be pronounced correctly by the students of both groups.

The last question is the self-assessment. It is done to check whether the students realize their strength. By having clear goals, students can learn language independently. This is offered through WA where the students can assess their pronunciation proficiency. When the students' goal is only passing the quiz, they cannot be expected to work autonomously to develop their language performance as supported by Merawati (2008). In this study the performance is assessed autonomously supported by WA.

CONCLUSIONS AND SUGGESTIONS

By using WA, the students pronounced more correct words compared to those in conventional quiz group. This is because they can have a better preparation before recording their voice. Concerning the conversation feature, the students used less repeated words but more various interjections. In terms of listening comprehension, WA group also shows the lessening pressure as the speakers do not have to worry about facing the examiner which may cause more hesitation. It reflects another benefit of using WA quiz to assess L2 students' pronunciation performance. Similarly, the reading aloud task also shows that WA gives more opportunities to support the learner's autonomous learning to improve their pronunciation skill. Meanwhile, the minimal pairs task becomes the hardest challenge as the students in both groups find it difficult to distinguish the sound.

The findings also show that the students using WA has fewer identified errors and mispronunciation. This occurs in the task of introducing oneself and reading aloud. In the listening comprehension, the mispronunciation is affected by the students' first language, whereas in the task of pronouncing minimal pairs, the highest difficulty occurs as the students cannot eliminate the errors since they need further drills.

However, this study results show insignificant difference between the average number of both effective words and total mispronunciation in WA group and conventional quiz group. The possibilities causing the insignificant findings include the size of the sample, the amount of instructional time devoted to administering the quiz, the quality of the question set, and the type of the audio-text given.

For the pronunciation teachers, the findings of this study suggest that the type of assessment recommended in EFL setting is interactive assessment. It can be done either through WA or face-to-face interactive quiz. Teacher is encouraged to interact individually with the student at any time, asking specific question(s) to clarify and encourage the student to extend ideas, to help prompt, and to scaffold the student's oral interaction.

For the future researchers, this study can be replicated by considering some limitations found such as making sure that the sample is large to gain significant result. Using a sufficient amount of instructional time devoted to administering the quiz is also recommended. Finally, it expected that the significant finding can be obtained through the use of the quality question set and audio-texts given.

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THE ANALYSIS OF CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) – BASED MATERIALS FOR ELEMENTARY SCHOOLS

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Abstract: In 1990's, Content Language Integrated Learning (CLIL) approach has been widely used in the teaching of English in European countries. The 4 elements of CLIL- content, communication, cognition, culture/community.- is suggested as an ideal formula to prepare students to be an autonomous learner. Learning from the successful practice of CLIL in Europe, this method is potential to be applied in Asian English class. However, this promising approach is not problem free. One of the main challenge for CLIL teacher are preparing the learning materials. This study has two main purposes 1) finding a framework for CLIL teachers to evaluate activities in CLIL material, 2) finding the practical method to use the framework to modify the activities. In the first part, 71 activities, from 8 English learning materials, were selected to be analyzed using a rubric. Those activities should be related to these 5 topics, Plants, Profession, Math in English, My Town and Healthy Food. In the rubric, there were six criteria –integrated content, pair/group work, HOTS, culture/community, scaffolding, personalization- which were the interpretation of 4Cs elements of CLIL and core features of CLIL methodology. After the analysis, the activities were rated per topic using Microsoft excel which will shows the CLIL-ness of each activity. On the next stage, the selected activities were modified based on the data on the activity rating. Supplementary activities are developed by considering weakness of the activity, the variety, level of difficulty and sequence. In conclusion, CLIL teachers can develop their own material by conducting material evaluation and modification as suggested in this study.

Keywords: CLIL, Material Analysis, Modification

INTRODUCTION

Learning English in this global world is a compulsory. In countries where English is a foreign language, the trend to carry out English lesson earlier in school is increasing steadily. Japan and Indonesia are some of the examples. The research conducted by MEXT in 2006 revealed that 97% of elementary school in Japan has implemented English activities in some ways (Kasuya & Kuno, 2010).

This trend indicates positive future. Learning from European countries practice on the teaching of English, there are some available successful stories which can be referred, one of them is CLIL. CLIL is an abbreviation of Content Language Integrated Learning. It is a way of teaching where subject-content – for example, history, science or physical education – is taught in another language, often English (Dale and Tanner, 2012). Since 1990's, this teaching approach has been rapidly growing across European countries. In other countries, like Canada and USA, it shares some similarities with immersion and bilingual or multilingual class. However, in Japanese and Indonesian English classroom, this approach is new and barely applied in public schools.

CLIL is a lifelong concept that embraces all sectors of education from primary to adults, from a few hours per week to intensive modules lasting several months. It may involve project work, examination courses, drama, puppets, chemistry practical and mathematical investigations. In short, CLIL is flexible and dynamic, where topics and subjects – foreign language and non-language subjects – are integrated in some kind of mutually beneficial way so as to provide value-added educational outcomes for the widest possible range of learners (Mehisto as cited in Richard and Rodgers, 2014, p.131). It consists four elements which associate the language and the content. These elements are known as 4Cs framework - content, communication, cognition, and culture.

Besides the 4Cs, Mehisto (2010) formulates core features of CLIL methodology which give more insight about the characteristic of this approach. They are: multiple focus, safe and enriching learning environment, authenticity, active learning, scaffolding, co-operation

Many experts believe that CLIL implementation would effectively help the teacher engaging the English class due to its flexibility to be related with other fields. Besides, it will benefit learners to more

autonomous in the next stage of their learning or life. However, despite of promising successful learning of CLIL, it demands teacher's hard work. One of the most challenges is the material planning and designing.

Because CLIL materials are not abundantly available in the market, subject-based book are sometimes imported from their country of origin and used in CLIL classes. However, this type of publication has rarely proved useful in CLIL contexts. In fact, directly imported material is originally designed for native speakers and often written with no consideration of language support (Ball et al, 2015). To respond the demand for contextual CLIL materials, teachers can create effective materials by themselves despite of time and attention demand to do it.

Another option is by compiling the available material then contextualizing them with current situation of the school. This study is aimed at finding a framework for selecting material for CLIL practice in Elementary School. In the long run, the final product of this research - CLIL supplementary book - is also expected to contribute fruitful ideas for the teachers to design their own material.

METHOD

Unlike previous study about book analysis in Hokkaido University of Education which analyze the book units in general, this research will focus on the activities in correlation with the selected topics.

Topics & Materials

The starting point of this research was the topic selection. The topics were selected from the 4th grade English syllabus of Budi Mulia Dua Elementary School Yogyakarta. Basically there were nine topics in a years. Some of the topics were dropped due to the availability of the matching resources and eventually there were five topics selected. They are: **Plants, Professions, Math in English, My Town, and Healthy Food.**

After the topic selection was completed, the next stage is finding the matching activity for each topic. There were seventy one activities from eight books to analyze which were selected randomly from local and international publisher. The resources are: **Junior Columbus 1, Junior Columbus 2, Cross Curricular Resources for Young Learners, Our World 1, Our World 2, Junior Horizon: Hi English 2, Primary Curriculum Box, Everybody Up 3.**

Rubric

To analyze the materials more objectively, a rubric of CLIL-based material analysis was designed. The 4Cs elements and the core features of CLIL methodology were then interpreted into six criteria in a rubric as follows: Integrated content, Pair work and group work (Communication), Higher Order Thinking Skills (Cognition), Culture and Community, Scaffolding (Content), Personalization (Culture and community). Each criteria were scaled 1 to 5. Definition of point 1 represents the least scale of CLIL-ness and point 5 defines the CLIL-est feature of the activity.

Final Product Design

The selected materials of each topic then assembled and modified by considering the score of the criteria and the difficulty level. Through the activity rating score, it can be seen the weakness of each activity. This, then, becomes the basis for modification or improvement for the CLIL selected activities.

FINDINGS AND DISCUSSION

The result on the analysis shows that the rating indicates that most materials lack of pair work-group work and culture-community elements (see figure 1). However, the personalization aspect of the material was rated as the highest, followed by content, and then HOTS. On the next stage of this study, this trend would be used as the information to do modification.

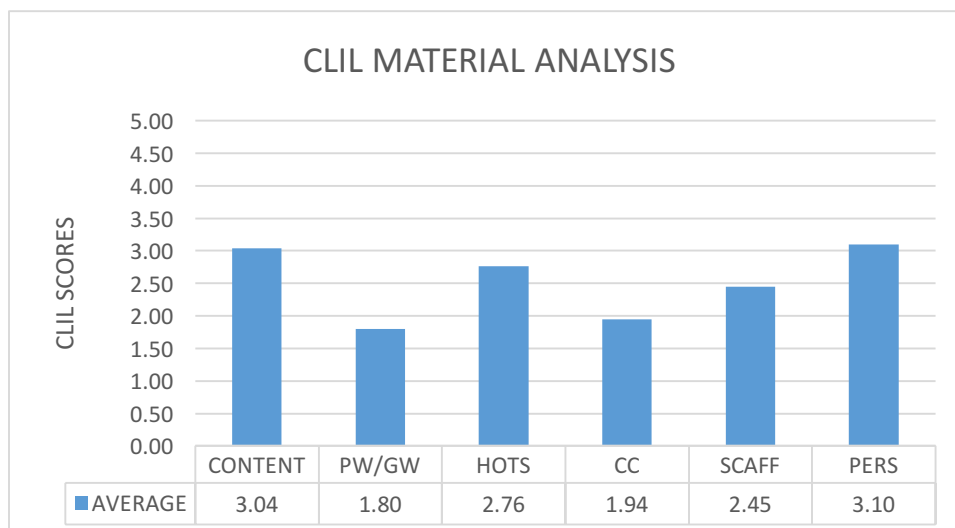


Figure 1: General result of CLIL material analysis

In selecting materials, there are six applicable criteria which were defined in a rubric of CLIL-based material analysis. They are integrated content, pair/group work, HOTS, culture/community, scaffolding, and personalization. Since to some degree those criteria has represented the CLIL frameworks, teachers can use them as one of the basis in selecting and evaluating materials for CLIL class. Through the analysis using the criteria in the rubric, teacher can map the weakness of the activity and then do appropriate modification. Some activities might have plus in some aspect but lack of other aspects. For example material ID 10, titled “Each part of plant is important”. Based on the activity rating, it has got high scores on content and HOTS, but the material do not provide ample culture elements. In this case, teacher need to do modification to make the material contextual to the CLIL class need.

In this study, the criteria of CLIL material analysis become one of the considerations for the teachers to do adjustments. On the very first phase of material evaluation, the criteria defined in the rubric gives teachers objective reflection on the materials’ CLIL-ness. However, teachers need to contextualize the high scored materials to the classroom situation too. In the following section, the modification process of Plant’s activities are discussed as a sample.

Based on the activity rating, the selected activities lack of culture/community element and pair/group works. On the supplementary book, those elements are added along with some scaffoldings. For example, the first activity of the topic is started with the introduction vocabulary of part of plants and pronunciation practice which is adopted from activity ID 5. Baobab tree is used to introduce the intercultural awareness. Scaffolding is added to introduce the concept of plural and singular of “leaf”. Another feature added to this book is the scholar owl character whose role is scaffolding. At the other topic, the word bank is added as language support.

An extreme modification is done for activity ID 5. The original version of the activity is identifying part of plants through a picture, then categorizing some fruits and vegetables. Based on the activity rating, this activity has got lower score on HOTS, culture-community and personalization. In this supplementary book, the activity is modified into drawing certain plant, naming the part, and telling partner about the plants, including which part are edible. In the real class context, teacher can expand this activity and add culture element by asking the student to draw unique plant of their area or other country. Drawing their own plants will make the activity more personalized.

Another example of modification is an experiment related to the function of the part of plants. On the original version, the experiment use celery as the material. But this book use carnation or white rose for sustainability purpose so that the flowers can be reused as classroom decoration or as a gift. As stated by Mehisto (2012) that text and illustrations should reflect the growing emphasis on reducing consumption, reuse and recycling. Based on the activity rating using rubric, this activity has got lower score on pair work/group work, culture/community and personalization. Therefore, this activity was made as group experiment to comply the pair work/group work elements. To add the Culture/community and personalization element on the activity, a follow up activity was supplemented. Students can give the flower used in the experiment to the person they respect, can be teacher or parents.

Because this research focus on activity analysis instead of unit analysis, the sequence of the activities are not captured. With such problem, teacher can arrange the activities progressing from simple to more complex activities.

CONCLUSIONS AND SUGGESTIONS

In the time where foreign language proficiency has been one of the most progressing trends, the innovation in language teaching approach is a requisite. CLIL is one of the approaches which gain a lot of successful story of language learning. However, the successful story need hard work and effort to be true. One of the challenges is teaching material availability. Though there are myriad of English teaching material available on the market accompanied with the digital features, not all meet the CLIL need. This study has focused on how teachers can select, assemble, and then modify their own CLIL material.

There are two conclusions resulted from this study. Firstly, CLIL teachers can use six criteria to evaluate some potentially-used materials for CLIL class. Those criteria are defined in a rubric which was derived from CLIL methodology framework and 4Cs elements. The seventy one activities evaluated in this study indicate that those activities lack of pair work/group work and culture/community.

Secondly, the rubric-based evaluated materials reflect objectively-selected materials, so that teacher can use the rating as the basis of the modification. Nevertheless, teachers still need to consider whether the materials match the aim of the teaching program and the students' level. In language teaching, the sequence of the teaching is normally progressing from the simple to the more complicated one. In such case, simplifying materials can help.

In the modification process, teacher can add some elements such as scaffolding in mother tongue or in English or scaffolding with pictures. Culture and community can be introduced by substituting the object used in the activity like the use of baobab tree from Africa in "World of Plants" topic. Content and HOTS elements can be added by adopting experimental activity or project. To comply the pair work/group work element, teachers can adopt cooperative learning approach. The personalization elements can be adopted by including real world element and also students' interest.

However, this study has some limitation due to some factors like the availability of the resources. It was difficult to standardize the materials because the resources are different. Some of the resources are resource for teachers while the other are textbooks. Another shortcomings of this study is related to the activity rating. Because the analyzed activities was based on an activity, the sequence of the activities are lost and the progression is not captured. As a result, in selecting the material to be modified, teacher need to consider the progression of one activity to another.

Moreover, even though the final product – CLIL supplementary book – is applicable for some elementary schools in Indonesia, it might not be applicable for Japanese elementary school. Some of the scaffolding are in Bahasa Indonesia. Therefore, to apply this CLIL supplementary book in Japan, Japanese teachers need to make some modification based on the situation in Japanese elementary school classroom. A teacher book need to be designed also to make this book more feasible for other teachers to apply in their CLIL class.

For further study, it is recommended to implement the supplementary book to real English classroom and study the correlation between the topics and student motivation.

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USING THINK-PAIR-SHARE STRATEGY TO IMPROVE THE READING COMPREHENSION OF THE TENTH GRADERS OF SMAN 1 KEPANJEN

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Abstract: This study used Classroom Action Research and the objective of this study is improving the reading comprehension of the tenth graders of SMAN 1 Kepanjen through the implementation of Think-Pair-Share strategy. The subjects of the study were 30 students of X MIA 3. The students were assigned to read and comprehend a recount text by implementing Think-Pair-Share strategy. In the Think phase, they had to read a text and answer a comprehension question individually. Then, in the Pair phase, they had to work in pair to compare their answers and decide the best answer. In the Share phase, they had to discuss their answers with the whole class. Besides improving reading comprehension, this strategy encouraged students to be active during the learning. The findings showed that the students' reading comprehension improved. The average score of the preliminary test and the final test improved from 75.8 to 80.5 which is a significant value of .026. In this study, the learning and teaching processes ran well and interactively. In addition, the students were active during the learning process. The findings of the research showed that using Think-Pair-Share strategy successfully improved students' reading comprehension and their active participation during the learning.

Keywords: *Think-Pair-Share, Reading Comprehension, Tenth Graders*

INTRODUCTION

Reading is one of the essential skills that should be mastered by students in learning English. That is because the majority of content knowledge will be accessed through reading (Shih & Reynolds, 2015). In line with that, Anderson (2003) states that the mastery of reading skills helps English as a second language (ESL) and EFL students attain improvement, not only in English learning, but also in other content-based classes where English reading proficiency is required. In addition, according to Alderson (2000), reading is not an isolated activity that occurs in some vacuum. Reading is usually undertaken for a number of purposes, in a social setting, and that social setting itself contributes to a reader's concept of what it means to read, or to be literate. Furthermore, reading also helps learners expand their knowledge of social cultures and the world.

The objective of reading is students' understanding of a text. Cahyono & Widiati (2006) state that the teaching of reading as a foreign language in Indonesia can be included as teaching of reading comprehension because it aims to improve students' skill in understanding the meaning of a written text. In line with that, William (1998) says that reading comprehension is an activity aimed to understand the messages of a particular text. Furthermore, Hudson (2007) states that reading comprehension means the ability to use context and knowledge to derive meaning from what is read like grammatical competence, knowledge of morphology, syntax, gaining meaning out of context, using schemata and metacognitive knowledge, recognizing text structure, and predicting what will come next in a text.

The ability to comprehend a text is important for students to improve their ability in learning English. Lynch & Hudson (1991) state that reading skill particularly the ability to comprehend written text is important for students to be mastered because it is a basic requirement for academic success. In addition, written texts offer various purposes such as enhancing language acquisition process, providing good models for writing, and providing opportunities to introduce new topics, to stimulate discussion, and to study the language (Richards & Renandya, 2002).

Teaching reading comprehension to Indonesian students is not that easy. Since English in Indonesia is a foreign language, most students at any level of education get difficulty in reading English texts (Hamra & Syatriana, 2010). They think that reading is difficult because of vocabulary and grammar. Also, reading was considered a boring and stressful activity because of some factors such as unsuitable texts, teachers' scarcity in employing pre-reading activities, and monotonous post-reading activities (Firmanto, 2005).

In my internship program in SMAN 1 Kepanjen, I did an observation to one of the class (X MIA 3) to identify problems faced by them. During the lesson, the students got difficulties in comprehending a text. That was because they did not know the meaning of some new vocabulary items. In addition, they could not understand the structure of a sentence, whether it was active or passive in meaning, and also the tenses used in the text. From that problem, some students felt that reading was difficult and boring.

From the interview and the preliminary test results, the students needed more practices on comprehension of a text. The practice can be in the form of groupwork activities where they can engage in learning actively. In addition, the comprehension questions can be arranged into several types of questions, for example textually implicit question, textually explicit question, script-based question, and vocabulary question.

One of the strategies from CLL approach is Think-Pair-Share (TPS). It is a cooperative learning procedures developed by Frank Lyman at the University of Maryland in 1981 (Shih & Reynold, 2015). Shih & Reynold (2015) state that the TPS procedure is designed to provide a student with time and structure for thinking about a given topic individually, followed by being paired with a peer to discuss responses about the topic, and then they synthesize and share their ideas with a group or the class.

There are three phases in Think-Pair-Share strategy. It is supported by Mitchell & Slone (2014) that the TPS activity promotes student learning through a sequence of three "phases". First, students individually reflect on subject matter, then pair with a partner in class to discuss the information, and finally share ideas from their discussion with the class as a whole. TPS strategy is believed to not only enhance student learning but it also engages all students in discussions, including those who may be more reserved and less likely to share unprompted in class (Karge et al, 2011).

TPS strategy brings some good effects for students. According to Shih & Reynolds (2005) on their experimental study about teaching adolescents EFL by integrating TPS strategy and reading strategy instruction, they found that TPS technique combined with reading strategy instruction could be a plausible alternative for teaching English reading to adolescents in Taiwanese EFL classroom.

Based on the result of previous research by Dol (2014) about the implementation of TPS strategy to teach theory of computation course, he found that thinking about the problem and writing the solution during the think phase helped students learn concept more precisely, discussing the solution with the partner during the pair phase helped them learn concept more clearly, and listening to other students' solutions and discussion during the share phase helped to learn concepts.

In addition, Bamiro (2015) in his study, investigated the effect of three strategies (i.e. guided discovery, think-pair-phase, and lecture) on senior secondary school students' achievement in Chemistry using quasi-experimental design. The result shows that the use of guided discovery and think-pair-share strategies are capable of promoting learning through discovery, which eventually leads to the development of higher quality cognitive skills, which in effect enhance problem-solving skills in students.

In my study, I implemented TPS strategy to improve the reading comprehension of the tenth graders of SMAN 1 Kepanjen using classroom action research design in recount texts. By using TPS strategy, it could improve their reading comprehension because there were discussion and sharing session among them when they had to answer the comprehension questions. In addition, it could improve students' active participation in class. Moreover, the teaching and learning process would be interactive because it was student-centered learning.

This study was guided by two research questions: (1) How can Think-Pair-Share strategy be implemented to improve the reading comprehension of the tenth graders of SMAN 1 Kepanjen? (2) How can Think-Pair-Share strategy be implemented to improve the active participation of the tenth graders of SMAN 1 Kepanjen?

METHOD

This classroom action research consisted of four stages, which were planning the action, implementing the action, observing the action, and reflecting the action. In the planning stage, the teaching strategy (Think-Pair-Share), the instructional media and materials were prepared, the lesson plans for four meetings and the instruments for data collection were developed, and the criteria of success was set.

The research was conducted in SMAN 1 Kepanjen. The subjects were the tenth graders who were in the second semester. They were students of X MIA 3. There were 30 students in a class.

In the implementing stage, I taught and implemented Think-Pair-Share strategy and the lesson plans to the students in the classroom. My partner/collaborator would be the observer. She observed the classroom atmosphere, students' participation and the learning process.

When I implemented the strategy in the class, my collaborator observed the lesson plan, learning process, classroom atmosphere, and students' participation. She used observation checklist as the instrument. She checked whether the strategy in the lesson plan could really be implemented to answer the research questions. In the reflecting stage, the data were analyzed. Then I drew a conclusion. The results of the data could answer the research questions and met the criteria of success. Thus, the research was considered successful.

FINDINGS AND DISCUSSION

Student's Worksheet Result

Based on the result of student's worksheet, I could conclude that when students shared their answer and knowledge with others, they could improve their comprehension to a recount text. Furthermore, they could get the best and complete answer. That was because they got more ideas from others about the answer. In addition, when students worked with a partner and shared with the whole class about their opinion toward a topic, they could contribute various opinions/ideas. It could broaden students' knowledge about that topic. Furthermore, they could comprehend a topic from others' point of view.

The findings matched with the research which was conducted by Dol in 2014, 100% students agreed that thinking about the problem and writing the solution during the think phase helped them learn concepts more precisely, 96% students agreed that discussing the solution with the partner during the pair phase helped them learn concept more clearly, and 93% students agreed that listening to other students' solutions and discussion during the share phase helped to learn concepts.

Students' Performance in Reading Comprehension Tests

The students' performances in reading comprehension were obtained from their preliminary test and final test. The tests were the same, but it was given in the different time. The results of students' preliminary test scores and final test scores were analyzed using t-test for correlated sample in SPSS software application. The result of the SPSS analysis was showed on the table 1 below.

Table 1: SPSS' Analysis of the Reading Comprehension Tests

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	relim - final	-4.66667	10.92161	1.99400	-8.74486	.58847	2.340	9	.026

I used 5% level of significance. As a result, the *p*-value is .026. It means that it is considered significant enough. So, there is a significant improvement of average scores of preliminary test and the final test. As a conclusion, the implementation of TPS strategy was effective to improve students' reading comprehension.

TPS strategy helped students to develop their cognitive skills. From the sharing and discussion session, they learnt materials from their friends. It is in line with Bamiro (2015) on his study, that the use of guided discovery and Think-Pair-Share strategies are capable of promoting learning through discovery, which eventually leads to the development of higher quality cognitive skills, which in effect enhances problem-solving skills in students.

Observation Checklist Result

Based on the observation checklist, in pre-activity, around 75% students actively answered the teacher's questions in the reviewing activity and responded in the question and answer session. In whilst-activity, around 75% students actively gave response in activating background knowledge activity and in the think phase. While around 50% students actively do the pair and share phases with their friends. Around 75% students actively synthesize essential information from discussion and state their final answer.

In post-activity, around 75% students actively made reflection about what they have learnt and responded in the question and answer session. As a conclusion, in each learning activity, particularly in the Think-Pair-Share activities, around 69% of them were active in learning process and engaged during discussion.

Based on the observation checklist, the students were active in class. Moreover, the learning ran well and interactively by implementing the TPS strategy. Based on those findings, I concluded that they were motivated to learn because of the implementation of the strategy.

Previous study that was conducted by Shih & Reynolds (2015) found that Think-Pair-Share integrated reading strategy instruction increased students' motivation to learn EFL. Moreover, it appears to be plausible alternative for teaching English reading to adolescents in Taiwanese EFL classroom. In line with that, Dol (2014) states that TPS activity developed students' interest to learn.

Moreover, based on Halbach's study in 2015, as students become aware of the need to build upon each others' opinion as well as provide reasons for and examples of their points of view, they start using language more effectively. In addition, the fact that students tried to account for their thinking in the discussion with their partner could have posed a new linguistic challenge to them, stretching their language skills beyond what more cumulative talk would require, and thus making the conversation less fluent but also more likely to lead to learning. Also, collaborative interaction allows students to produce more elaborate and maybe even more sophisticated talk and writing.

CONCLUSIONS AND SUGGESTIONS

Think-Pair-Share strategy successfully improved students' performance in reading comprehension. The criteria of success has been achieved proved by the improvement of the average test scores. The average score of preliminary test and the final test improved from 75.8 to 80.5 which a significant value of .026. In addition, the learning processes ran well and interactively. Moreover, the students were active during the learning process.

The steps in implementing Think-Pair-Share strategy in teaching reading comprehension are as follows: (1) Pre-reading activity: the teacher constructs students' background knowledge. (2) During-reading: Think: the students read a recount text and answer a comprehension question individually; Pair: the students work in pair to compare their ideas/answers/opinions then decide the best answer; Share: the students share their answers with the whole class. (3) Post-reading: the students synthesize essential information from discussion and state their final answer individually.

For the English teachers, Think-Pair-Share can be used as an alternative strategy to teach reading comprehension. Also, it can be used to teach other English skills with some modification. In addition, the teachers need to manage time well on each phase, so that the students can practice it maximally. Moreover, the teachers have to make sure that all the students are active in each phase, such as in pair, they have to share their ideas orally and actively so that they can practice speaking too, while in the share phase, the teachers have to be fair in discussion and make sure all the students have opportunity to share their ideas.

For future researchers, I suggest to use the TPS strategy to improve students' reading comprehension in different text types, different English skills, different setting and subjects.

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STUDENTS' PERCEPTIONS TOWARD MADURESE LOCAL ART-BASED YOUTUBE VIDEOS IN SPEAKING CLASS

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Abstract: YouTube is one of the online media which can be used to encourage students in learning English. This research attempts to integrate the philosophy of Madurese dances with YouTube videos. The material consists of two aspects: the history of the Madurese traditional dances and the moment when those dances are performed. The research was aimed to investigate the students' opinions as their perceptions and reflections of Local Art-Based YouTube that has been applied in Speaking I Course. The data were obtained from semi-structured interviews with 20 students of English Department who enrolled in Speaking I. The qualitative research design was administered to analyze the data by identifying and classifying the contents of student' opinion and reflections toward portfolio assessment that has been implemented in Speaking I Course. The investigation found that most of the students were encouraged by the implementation of Madura Local Art-Based YouTube. It was considered to give a positive reward to the students' speaking. The students also felt it can help them achieve the objective of speaking class. Thus, it is recommended that the use of Local Art-Based YouTube be maintained. In addition, the improvement of the content is needed, that is, by integrating other local wisdoms.

Keywords: *Students' Perceptions, Local Art-Based Youtube, Speaking I Course*

INTRODUCTION

Speaking is one of the language skills that has to be mastered by foreign language learners. It is necessary to have a good speaking skill in English since English is the lingua franca in global communication. Having good proficiency in English will contribute to the advancement of knowledge and skills. Learners who have good proficiency in speaking English have good communication skills and have more opportunity in finding jobs in the global world.

In English language teaching, speaking skill is one of the indicator of learners' language proficiency. English language learners are expected to master the skill through practice in Speaking courses. However, many learners who enrolling in speaking course fail to achieve the targeted skill mastery as expected. Dewi, Kultsum, & Armadi (2017) in their research reveal that there are many issues faced by students in speaking class such as fear of making mistake, fear of being laughed at by others and mispronunciation and inappropriate grammar use. The researchers found that the 2nd semester students feel bored in learning speaking due to the conventional ways of teaching in which students only do what instructors ask them to do. This condition made students lack of motivation to improve their speaking in English.

Aristiztya (2010) states that traditional learning method and teaching styles are not suitable for the present time as they merely consist of transfers of knowledge from teachers to students and students taking notes without meaningful explanation. The teaching and learning are restricted to classrooms. The learning environment provides little support for learners to achieve the targeted proficiency. This is because the needs for learning is not met due to various reasons, among which are cultural diversity and demographic differences (Folley, 2010).

Naidu (2003 : 25) highlights that learning process requires sufficient material supports. Innovative teaching and learning media is needed to support learning and to enhance students' proficiency in English. Media is a component of a learning resource that contains instructions and creates stimulating environment for students to learn. The majority of teachers and lecturers use media to help generate an understanding of the information.

The advance of technology and the availability of internet connection in campus, homes and public places make it easier for students to access information and innovative media. Along with rapid technological advancement, the term E-learning has become familiar in the academic world. According to Deal (2007), Electronic learning (E-learning) is a learning method combining teaching materials,

information technology, and services. With E-learning, teachers can deliver learning content using a IT media to expand students' access to knowledge and information, improve student experience, and make students responsible for their own learning schedule.

Madura Local Art-Based YouTube videos as a media in Speaking I Course

YouTube is an Internet application in which people can upload, share, and watch videos. Using YouTube videos, teachers can increase students' interest and motivation in learning and give them exposure to online media. The researchers used YouTube videos that present Madurese traditional dances for Speaking Class 1. The videos convey the philosophy of the dances and the performance of the dances. Teachers' innovation in using Youtube videos can motivate students and make students feel updated. It is supported by Hendiyanto & Suryanto (2016) in his study about the research and development of module of scientific language Philosophy based on local wisdom values and contemporary language philosophy.

The Madurese traditional art has existed for quite a long time. Robert states that "local art is an original knowledge of one community that tells about the previous lifestyle and the culture itself". Traditional madurese dance as one form of local art represent the identity and the lifestyle of the people. The teachers of speaking class develop learning material for Speaking 1 course using YouTube videos of Madurese local dances. The videos presents three aspects realted to the dances, namely the history, the place and the time when the dances are performed. The lecturers played the video of iconic dances from each regency in Madura.

Watching videos of traditional Madurese dances is a new experience for students in Speaking 1 class. In incorporating YouTube videos as teaching media, lecturers need to consider about what students think and feel about the use of media in speaking class. This study is conducted to find out students' perception on the use of traditional art videos as media for teaching speaking.

METHOD

The research design administered in this study is qualitative design. Wallen (2009) explains that qualitative research design is aimed to investigate the the quality of relationships, activities, situations or materials being studied. Latief (2016: 77) stated "qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs". It is conducted by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. In this study, the researchers conducted semi-structured interview to obtain data. 20 English Department students of STKIP PGRI Bangkalan enrolling in Speaking 1 course were selected as participants. Their perception on the use of Madurese local art videos as media in Speaking class were surveyed. 10 questions were addressed in the interview. The questions were formulated to elicit students' opinion on the use of YouTube videos of Madurese local art as media in speaking course.

The data obtained from the interview was then classified, presented, and analyzed. Conclusions were drawn inductively from the results of the analysis. To support the analysis of the data which is gathered from semi-structured interview, the researchers conducted a field observation

FINDINGS AND DISCUSSION

The findings show that the use of Madura Local art-based YouTube is important in learning Speaking. The use of Madurese Local art-based YouTube videos in speaking course gave students new experience. They are used to accessing videos from YouTube, but they are not used to having YouTube videos in classroom activities. Moreover, most of the students are not familiar with the traditional dances in their own culture. After conducting the interview and analyzing the data, the researchers gathered the findings. The findings are presented as follows:

Table 1: The students' opinion toward The Madura Local Art-Based YouTube

Questions	Questions Factors	Opinion
1. Do you currently have a personal social media account?	Yes No	All of the students have personal social media account.
2. On average, how many	None	- 3 students spent 3-6 hours per

Questions	Questions Factors	Opinion
hours do you spend using social media per week?	Less than 3 From 3 to less than 6 From 6 to less than 10 10 hours and more	week - 12 students spent 6-10 hours per week - and 5 students spent more than 10 hours using social media per week.
3. Which language do you prefer when you visit YouTube?	Indonesia English Arabicetc	Most of them preferred using Indonesia language and the English
4. What videos do you access?	Tutorial Hobby Culture Tourist Destination Music Filmetc	- 4 students accessed Music - 7 students accessed Tutorial - 9 students accessed Tourist destination
5. In how many of the courses in your study at this department are you using YouTube?	None One Course Two courses More than two courses	There are more than two courses used YouTube
6. Do the lecturer often use YouTube?	No Seldom Often Always	The lecturer often used YouTube
7. What kind of topic was accessed in speaking I course?	Politics Social Cases Local Cultureetc	Most of the students said Social cases were common discussed in the speaking I
8. Would you like to integrate YouTube as a media in your speaking course?	No Answer No Yes	All the students agreed to use YouTube as a media in Speaking I course
9. What is your impression about YouTube that contains of your local art?	No impression Glad	-18 students were glad when lecturer used their local Art based YouTube - 2 students did not give any impression.
10. What is your opinion about Madura Local Art-Based YouTube?	No Answer Agree Not Agree	- Most of the students agreed when Madura Local Art included in YouTube and accessed by the students

Students' perception the Use of Madurere Local Art-Based YouTube Videos

Based on the data in table 1, it can be inferred that most of the students were familiar with the using of YouTube in classes. They can access information from various sources. Innovation in the use of teaching media is needed to stimulate their motivation and provide them idea to speak. Dwiyoogo (2013) stated that media are channels of communication which include film, television, diagram, printed materials, computers, and instructor. Learning media can make the teaching and learning is effective. Widodo (2016) has proven that most students feel happy to work on their tasks and final projects using digital media.

The findings show that the second semester students are accustomed to accessing various kinds of familiar topics related to their daily life. They mainly search videos of hijab tutorial, music and tourist destination. Most of them prefer to watch videos narrated in Bahasa Indonesia. Exposure to language can affect their ability in English. As English department students they should have good command in English. YouTube videos with English narration could be integrated in the teaching and learning of English. It stimulates the students practice English. The lecturers tried to explore new topics by accessing YouTube. The lecturers used Madura Traditional dances videos. The videos present of the philosophy and the moment when the dances performed. The following are the images of the dances:



Figure 1: Kamantakah Dance - Bangkalan

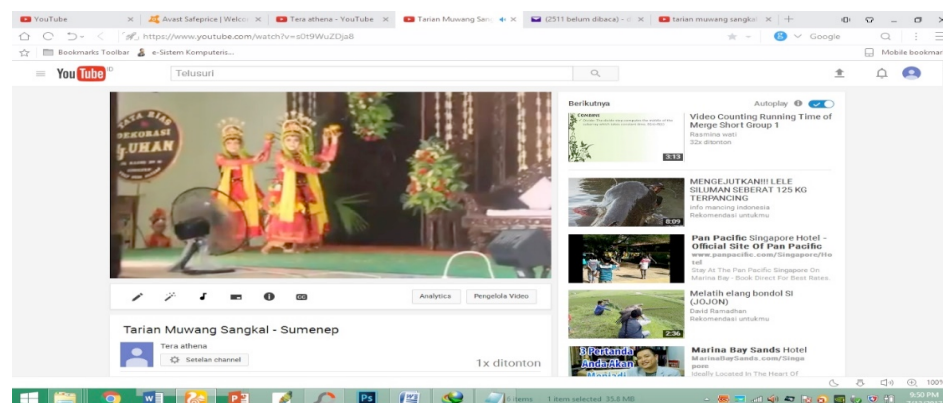


Figure 2: Muwang Sangkal-Sumenep

Viewing videos of local Madurese dances is something new for students as they are not accustomed to watching videos of traditional dances with English narration. After viewing the videos, students had positive impression. Most of them were glad to learn about the traditional dances. They thought that it was interesting and they obtained new knowledge. They do not feel bored since they could learn the history of the dances and the background of the traditional dances. Moreover, they can access the resources anytime. The English narration in the videos serves as models for speaking practice and drill. After viewing and comprehending the content of the videos, students were asked to retell the history of the the traditional dances using their own words. They enjoyed retelling the content of the videos as they are related to their own cultural context. Students also perceived that displaying Madurese local art on YouTube is a way to promote Madurese culture worldwide and create a glow of pride for the Madurese.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The result of the research shows that most of the students were interested in the use of the videos about Madurese dances as media in Speaking 1 class. They think that it is important to get them familiar with their own local art. Using YouTube videos as media of teaching and learning has a significant contribution toward the students learning. Students can access YouTube to watch and listen to the narration anytime and anywhere to improve their English speaking ability. They enjoy retelling the contents of the videos because it is about their local art. Using of Madura Local Art-Based YouTube as innovation in teaching Speaking has drawn students' interest in learning.

Suggestions

The finding shows that students demonstrate positive attitude towards the use of YouTube videos as media in speaking course. Several suggestions on the use of YouTube video in language classroom. are given. It is recommended that teachers select video materials in English to enable students to practice speaking. However practicing speaking skill only is not enough for students. They should the enlarge their vocabulary mastery and improve their listening skill, because when the students listen to the videos they have to interpret and develop their comprehension of the topics. For further researchers, it is recommended that they explore local wisdom from different cultures.

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DEVELOPING LOCAL CULTURE BASED DIGITAL COMICS: A WAY TO PROMOTE LEARNING AUTONOMY

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Abstract: Digital environment offers teachers and students a plethora of information and resources for learning. Nowadays, students who are mostly digital natives are accustomed to utilizing technology in their daily life. This condition requires teachers to be technology leaders. They are responsible for providing a good learning environment where students are involved in their own learning and that best suits them in a particular context. This study is aimed at developing local culture-based digital comics for narrative reading comprehension by integrating local wisdom of Banyuwangi in English language teaching. This study follows the Research and Development design adapting the pattern developed by Borg and Gall. Based on the need analysis administered to 35 students in Year 8 of SMPN 1 Kalipuro, Banyuwangi, the local culture-based digital comics were developed. Two digital comics were developed: the legend of Banyuwangi and the dance competition. The products were validated by experts. The results of the study showed that the local culture based digital comics were effective and relevant to be used in learning narrative reading comprehension.

Keywords: *Culture, Digital Comics, Learning Autonomy, R & D*

INTRODUCTION

The use of materials and media in English language teaching takes significant roles. Instructional materials are the main component in English language teaching (Richard, 2001). They provide the basis for the content of the lesson, the balance of skills taught, and the kinds of language practice. Cahyono and Megawati (2013) explain that instructional materials deal with what the teachers teach while media is a tool the teachers use to teach. Instructional materials are like ingredients which are served for cooking whereas media is like the utensils used to transform the ingredients into ready served meals. Because of those reasons, the teachers need to use instructional materials as the primary teaching resources and use media to deliver the instructional materials effectively. Besides, for the learners, instructional materials are the major source to achieve the objectives of instructional process. And, the most important thing is that instructional materials are one of the factors used to foster the learners' learning autonomy.

The learning autonomy refers to the learners' ability to be responsible for their own learning (Holec, 1981 cited in Ivanovska, 2015). Being autonomous means that the learners are able to cope with these things i.e. "working independently, collaborative learning, problem solving, using resources, decision making, and setting and determining learning goals" (Nguyen et.al, 2011). In short, the learners independently selecting the materials to learn are called autonomous learners. However, this ability is strongly influenced by the learning environment where the learners learn. Nguyen et.al (2011) further explained that the learning environment will shape the learners' learning style. The learning style they have will determine how productive the autonomous learning works. For example, the learning environment with the availability of good materials will lead the learners to independently use them for their own learning. Thus, the teachers are responsible to provide a good learning environment where the students are involved in their own learning and that best suits them in a particular context.

There are three types of contexts, namely, linguistic context, situational context, and cultural context (Song, 2010). When communicating, people have to consider these contexts. Linguistic context is relationship among words, phrases, and sentences that creates meaning. It involves syntagmatic and morphological interpretation of the text elements. Situational context is a knowledge owned by language users about everything that is related with environment, place, time seen when the language is used. Cultural context is the knowledge of culture, customs, and historical background of society where the language is used. From this definition, it can be concluded that contexts are very important since they help language users to interpret meanings.

The three contexts above show that a culture cannot be separated from those who learn or use language for communication. As cited in Clandfield (2008), Spradley defines culture into three groups: cultural artefacts, cultural knowledge, and cultural behaviour. Cultural artefacts are things that are made and used by people. Cultural knowledge is everything that becomes people's knowledge, and cultural behaviour is people's behaviour and activities. On the other hand, Sharifian as cited in Xu (2013) defines culture as event schemas, role schemas, image schemas, proposition schemas and emotion schemas. Event schemas are related with an experience of a certain event. For example, a learner who is involved in *Tumpeng Sewu* event in Banyuwangi will have event schema about *Tumpeng Sewu* celebration. Role schemas are knowledge about rule and norms in a society which is implemented in the form of knowledge about how to behave based on where he is from. Image schemas are symbols which are visualized and become a representative of social experience and physical condition. Proposition schemas are abstractions which play a role as a model of thought and behaviour while emotion schemas are a complex combination between feeling and experience about certain events and situations. In short, the cultural knowledge plays significant role in the success of learning the language. In the end of learning process, learners who have mastered a certain language will not use a language as a means of communication, but they will use it to expand new cultural knowledge.

Considering the interrelated relation between language and culture and the need of providing a good learning environment for building the learning autonomy, it is necessary to use English instructional materials with local culture contents. According to Genc and Bada (2005) in the era of tolerance on the difference of ideology, religion, and culture, language learners have to know not only the foreign culture but also their own culture. By having a good understanding on their own culture, the language learners will be able to decide whether a new culture can be adopted, adapted, or rejected. From a different point of view, Royani (2012) explained that the use of authentic materials in English language teaching causes difficulties and confusion among learners because of different environment and context between materials and the language learners. That is why in the development of English language teaching, it is needed to insert the value of Indonesian local culture. This is important in order to preserve nation cultural identity and to motivate language learners in learning English.

However, the need of providing a good learning environment in English language teaching was not supported by the availability of English materials containing Indonesian local culture. Also, the use of media as a tool to deliver the materials to the learners still becomes an issue. Indonesian local culture found in English textbooks was limited on local folklore such as *Malin Kundang* from West Sumatra, Legend of Danau Toba from North Sumatra, and *Tangkuban Perahu* from West Java (Prasetyo, 2016). However, it seems ironic since Indonesia has a lot of local folklore in every region. For example, in Banyuwangi region, English materials should have contained the local folklore of Banyuwangi such as *Legend of Banyuwangi*, *Tumpeng Sewu*, *Barong*, *Kebo – Keboan*, etc. Another issue in the teaching of English is that the activity designed to deliver local culture is limited on story telling. The teachers and learners usually tell about the story of Cinderella and Snow White. The use of high-tech media like digital comics has not been found yet. The teachers and learners usually use ready-used comics of which the content may not suit to the learners' culture identity. In this digital era, the learners have involved in the global access. They are used to using computers, smartphones, and various internet features for daily need. This condition expects teachers to be a step ahead in using technology. The teaching and learning activity should not use monotone and limited activities in the classroom, but it should integrate computer and internet as a source and media for learning. In short, the materials and media used must facilitate the learning activity to happen wherever and whenever.

Based on this condition and needs, the researchers aimed at developing instructional material and media in the form of local culture based digital comics for the Eighth-year students of SMP Negeri 1 Kalipuro, Banyuwangi. Digital comics are combination between narrative texts and digital contents. Abdel-Hack and Helwa (2014) explain that digital comics have some benefits such as a clear and colorful visualization, sound effects, and transition effect that enable readers comprehend the story. Further, Ravelo (2013) explained that pictures in comics are designed to be interrelated and to support each other so that readers can read the texts through the pictures. The use of texts in comics is part of narrative stories. The texts are written in the conversation balloon. Sometimes, the writer substitutes the texts with simple pictures to simplify the message (Steimberg, 1977 cited in Ravelo, 2013). For example, the writer uses a bulb picture to represent a brilliant idea. The combination between pictures and texts makes reading comics interesting and stimulates readers not to stop reading.

Therefore, this study aims to develop local culture based digital comics for the Eighth-year students of SMP Negeri 1 Kalipuro, Banyuwangi. The result of the study is to contribute useful English instructional materials and media for learning English, especially for reading narrative texts. Also, by developing the local culture based digital comics, learners can improve their reading achievement, develop their electronic literacy, love their culture, and finally become autonomous learners.

METHOD

This research aims to develop local culture based digital comics as learning materials for the Eighth-year students of Junior high school in Indonesian context. The researcher adapted Research and Development design proposed by Borg and Gall (1983) in which the stages include: conducting need analysis, developing preliminary form of products, employing preliminary field testing, doing product revision, having main field testing, conducting main product revision, and producing the final product. The data were taken using document analysis, interview, and questionnaire. The result gained from the need analysis was used as the underpinning idea of developing local culture based digital comics. Then, the draft of digital comics was consulted to the material and media expert from Malang State University and the English teacher of SMPN 1 Kalipuro for validation. It was done in order to measure the quality of digital comics as the instructional media. The evaluation covers five aspects, i.e. instruction, the appropriateness of content, language, graphic, and presentation. Try out was also conducted to measure the quality of the draft from the students' point of view. Here, the students were asked to read comics and were engaged in the discussion. After that, they were asked to complete questionnaires to measure five aspects of digital comics i.e. function, appropriateness of content, language use, attractiveness, and the difficulty level of material. After the expert validation and try out were done, the data were analyzed by using descriptive statistical analysis and the revision of the product was done based on the feedbacks. At last, the final product was ready to be disseminated and used.

FINDINGS AND DISCUSSION

The findings and interpretation were mainly concerned with the development of local culture based digital comics. The following was some items to be discussed.

Based on the result of need analysis, the researcher identified a gap between the real condition of English language teaching in class VIII C of SMP Negeri 1 Kalipuro and the basic competences to be achieved. The implementation of narrative texts in the teaching and learning activity did not fit the standard competence and basic competences of reading skill. The narrative reading materials with the sense of a local culture were not found. In addition, the reading materials were not related to the students' close environment whereas it is clearly stated from the school-based curriculum to the revised edition of 2013 curriculum (K-13) that the teaching of English in Indonesia should be related with the students' closest environment so that they can use English in a meaningful communication. Further, the lack of interesting media for reading narrative texts makes students have difficulties in comprehending narrative texts. In short, the results of need analysis reveal that narrative texts need to be taught by incorporating local culture content and a suitable interesting media in the form of digital comics.

Developing digital comics with local culture insertion into narrative reading materials were due to the need of providing students the materials which suit to their prior knowledge. This is important since the students' exposure on a certain topic will result in their understanding on related reading materials (Mishan, 2005). The products developed were in the form of local culture based digital comics by focusing on narrative texts entitled; *The Dance Competition* and *The Legend of Banyuwangi*. The digital comics were developed by using Comic Creator software and were in the form of PDF files. The comics can be read in laptops, computers or smartphones. The local culture contents of Banyuwangi were inserted in every title of digital comics. The first story told about the need of preserving Gandrung dance as the traditional dance of Banyuwangi while the second story told about the story of Sritanjung and Sidapeksa.

From the result of the product validation, the first experts' judgement indicate that the average score of the judgement given by the material and media expert was 3.91 for the story entitled *The Dance Competition* and 3.88 for the story entitled *The Legend of Banyuwangi*. It meant that the quality of local culture based digital comics were enough in five aspects measured, namely, instruction, appropriateness of content, language, graphic, and presentation. The aspects of instruction and presentation were eligible. It meant that these two aspects were suitable with the target. On the other hand, the appropriateness of content, language and graphic were fairly eligible. It meant that these three aspects were good but there were several items need to be revised. Besides answering the questionnaire, the expert gave some

comments and suggestions. He suggested that some pictures used in the comic entitled “The Dance Competition” were not appropriate culturally. The pictures of buildings, fence, and students’ faces were not suitable with the local culture of Banyuwangi. Also, the colour and model of uniform worn by the students need revising. Further, the expert suggested adding one more character wearing Islamic uniform in the story. It was to represent the students in Banyuwangi who mostly wear a hair-dress. In the draft of comic entitled “The Legend of Banyuwangi”, the expert suggested to revise the picture of fence and animals. The picture selection of animals should consider the geographical condition of Banyuwangi. On the other hand, from the English teacher judgement, the result of questionnaire showed that the average score of the judgement was eligible. The score of the comic entitled “The Dance Competition” was 4.37 and the comic entitled “The Legend of Banyuwangi” was 4.09. The language aspect was very eligible followed by the aspect of content with eligible criteria. The aspects of instruction, graphic, and presentation were fairly eligible. It meant these criteria were good, but there were some items to revise. Further, the English teacher suggested revising the font size in both comics and some grammatical errors.

The first try out was administered to five selected students of class VIII C. In the try out, the researcher taught the digital comics to the students. During the process of reading, the researcher asked questions related to the content of comics to the students. The discussion was done to measure whether the students understood the content of comics or not. At the end of try out, the researcher distributed the questionnaire to the students. Based on the analysis, it was found that the average score of students’ questionnaires was 0.78. The score was in the interval between 0.60 to less than 0.80. It meant that the digital comics were eligible.

The first revision of the product was done on the basis of the data obtained from the expert validation and try out. From the experts, the revision comprised of grammatical, mechanic, and graphics. Besides, the instruction on how to read comics was added at the first part of comics. After revising the draft of digital comics, the researcher submitted the draft to the experts for the second validation. Based on the results of questionnaires given to the material and media expert, it was found that the average score of the comic entitled “The Dance Competition” and “The Legend of Banyuwangi” was 5. It meant that the quality of local culture based digital comics were very eligible in five aspects measured, namely, instruction, appropriateness of content, language, graphic, and presentation. Similarly, the result of questionnaire given to the English teacher showed that the local culture based digital comics were very eligible to be used as learning materials in narrative text reading comprehension activities. The average score of the comic entitled “The Dance Competition” was 4.97 and of the comic entitled “The Legend of Banyuwangi” was 5.

The second try out was conducted to all students of class VIII C. There were 28 students participating in the try out. Here, the researcher asked the students to read comics and discussed the content of comics. All students were enthusiastic to read the comics and able to answer the questions in the discussion. At the end of try out, the students gave their response to the questionnaire given. The results showed that the average score was 0.7. It meant that the aspects of function, appropriateness of content, language use, attractiveness, and the difficulty level of material were eligible.

The research findings were in line with the results of previous research on developing digital comics for instruction in Indonesian language conducted by Izza (2013) and Kustianingsari and Dewi (2016). The results showed that developing digital comics on instructions Indonesian language was eligible to be used as instructional media. The use of digital comics can improve the students’ achievement.

CONCLUSIONS AND SUGGESTIONS

The final product of this research and development is the local culture based digital comics comprising of two titles, namely, “The Dance Competition” and “The Legend of Banyuwangi”. The results of data analysis gained from the experts’ validation indicated that the local culture based digital comics were very eligible. The results gained from the students’ try out also showed that these digital comics were eligible. Hence, it can be concluded that the local culture based digital comics are applicable for the students in terms of instructional function, appropriateness of content, language use, attractiveness, and the difficulty level of material.

In relation with the conclusions abovementioned, the English teacher and the Eighth-year students of Junior high school are suggested to use local culture based digital comics in the teaching and learning narrative text reading comprehension. Since the product was developed in limited number of

titles, that is, there were only two titles of comics with Banyuwangi local culture content, it is suggested to develop digital comics by inserting other local culture of Banyuwangi.

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EXTENSIVE READING IN ENHANCING STUDENTS' AUTONOMY TOWARDS READING

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Abstract: Reading is one of the four skills in English language learning that students need to master. Extensive Reading (ER) is one way to improve students' language acquisition, and can be done inside and outside the classroom. In an extensive reading classroom, commonly, after reading some reading materials, the students are asked to make a summary and share the result to the whole class. ER can enhance students' willingness to read because they need to share what they have read to their friends. After getting adjusted to ER, the students are expected to continue reading outside the classroom out of their own willingness. The research is conducted to find out whether or not ER can enhance students' autonomy in reading. The finding of the research is aimed to measure the importance of ER as one course in English Language Teaching (ELT) program of Universitas Negeri Malang.

Keywords: *Extensive Reading, Autonomy, English Language Teaching*

INTRODUCTION

Reading is one of four language skills needed to be mastered by an individual. Grabe and Stoller (2013) explain that reading is an ability to draw meaning from a text and interpret its information properly. Similar to Grabe and Stoller, Dadzie (cited in Owusu-Acheaw & Larson 2014) defines reading as an ability to comprehend words contained in a document and use the knowledge gotten from it for personal growth and development. It means that someone can read if he/she is able to understand the content of his/her reading material. The process of reading is shaped by three parts: (1) the text, whether it is easy or difficult to be understood; (2) reader's expectations, habits and background knowledge; and (3) the situation when the reading is occurred (Hunt, 2004). If one of those part is missing, a reader will find difficulties in understanding the content of his/her reading material.

The purposes and reasons of reading are various. Some people read for enjoyment and leisure. They choose to read fictional works, magazines, or newspaper other than scholarly articles or scholarly literature. While others, they read for getting information or for knowledge demand. Their reading materials are dealing with topic that will help them to increase their academic achievement and career development. From these purposes, we know that reading is essential because we can discover things we do not know and develop our ideas for our everyday survival and growth.

In academic setting, especially for foreign and second language (L2) learners, reading is a medium for them to increase their language proficiency and other skills development. L2 learners mostly encounters problem in comprehending the language because they are exposed with many new and foreign words or vocabulary. Also, the complexity of grammar makes them face more difficulties in understanding the language. To solve these problems, L2 learners have to be exposed with various reading materials. From the simple texts like short stories, fables, folk and fairy tales to the complex one like scholarly journal or scholarly literature. Through reading, the learners can study the principle of the language easily. It is because they know the right usage of the grammar principle from the text and they are familiar with the structure when they continue to read more. Besides grammar mastery, reading promotes a learner to increase their vocabulary bank. They will find hundreds of new vocabulary from various texts. When a learner has good grammar and has a plethora of vocabulary, he/she is expected to have less difficulties in writing, speaking, or listening than those who are less proficient in grammar and vocabulary. Furthermore, L2 learners are able to complete the task easily when they have read various kind of texts because their reading skill is developed well.

ER requires students to spend extra time to read regularly. By reading as many books as possible regularly, students are expected to understand reading materials they read better. Reading extensively is one of many ways to help reading fluently. Some approaches for ER are DEAR (Drop Everything and Read), USSR (Uninterrupted Sustained Silent Reading), and SURF (Silent Uninterrupted

Reading for Fun). These three strategies have the same purpose: allowing learners to read certain amount of books in an environment that supports reading habit (Renandya, 2007). The traditional perception about ER is that it is placed separately from the main language learning program, but Macalister (2010) thought that this kind of reading could be put within the learning program

Learners' autonomy will successfully occur when the learners have positive attitude, capable in reflection, and ready for the self-management but still share the same interaction (Little, 2016). When learners read books, they need to have enough motivation to start reading. One big reason why some learners dislike reading is that they do not have enough motivation to read and to be autonomous. Once they are ready to read autonomously, they can start reading regularly. According to Spratt, Humphrey, and Chan (2002), lack of motivation can lead to the minimum level of autonomy. They further state that motivation could affect students' participation in the classroom which in turns also affects the students' autonomy outside the classroom. Instead of focusing on the developing autonomy of the students as the first step, the teacher needs to develop the students' motivation first. After having such kind of motivation, the teacher can easily bring the students to the autonomy of reading. Indeed, it is important to develop the students' motivation to ensure that their reading autonomy to read regularly progress automatically.

The research is a quantitative research. The data was gathered by asking respondents to answer a questionnaire. This research is aimed to answer the following questions:

1. Is there any improvement of the total of the books the students read before and after joining Extensive Reading (ER) course?
2. Do the scores of Extensive Reading (ER) course indicate the autonomy of the students outside the course?

METHOD

The research design of this study is quantitative research. The researcher collected the quantitative data from the respondents by distributing questionnaires and asking the respondents to answer multiple choice and open-ended questions. The study was conducted in the beginning of the semester. The respondents were the students of English Language and Teaching major, Department of English, *Universitas Negeri Malang*. The respondents are the junior and senior students, cohorts in year 2014 and 2015. The total of the respondents are 40 senior students of 2014 English Language Teaching and 20 junior students from 2015 English Language and Teaching. The respondents who were asked to fill in the questionnaire are the students who have taken ER course as one of compulsory courses in ELT Universitas Negeri Malang. The respondents filled in the questions according to the level of ER course they took since there are three levels of ER: (1) ER: Folks and Fairy Tales, (2) ER: Short stories and Abridged Novels, and (3) ER: Novels and Periodicals. The questionnaire was used to understand the students' autonomy after they participated in ER courses. The questionnaire consisted of five multiple choice and one open-ended question. However, before filling the questions, the respondents had to write down their academic year and their ER scores in the corresponding semester and number of the books they read before and after they participated in ER courses. For those who had not taken the third level of ER course (ER: Novels and Periodicals) should let the score blank. The students' ER scores and the total of the books that the respondents read before and after the ER course would help to know whether the scores indicates the autonomy of the students or not. The students who received good scores are concluded as having autonomy in reading outside the classroom.

Since the researchers collected quantitative data, the results of the data are in the form of numbers instead of verbal descriptions. The conclusions are drawn from the numerical data of the students' score and their autonomy in reading.

FINDINGS AND DISCUSSION

After doing the survey, the result of the questionnaire were recapitulated and processed (see the following charts and table).

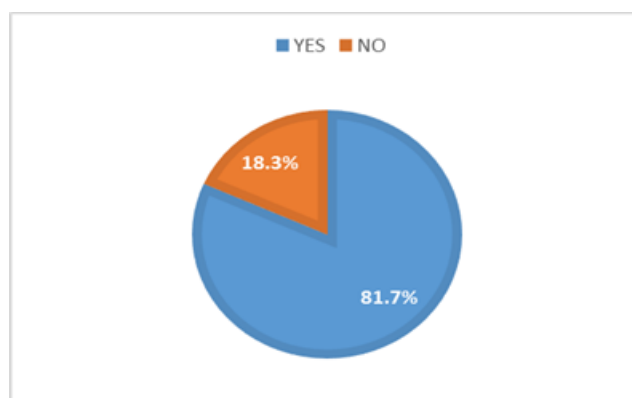


Figure 1: Percentage of students who like reading

Figure 1 showed a big difference between the students who liked reading and those who did not. From the chart, 81.7% of the respondents (49 students) liked reading, while 18.3% of them (11 students) did not like reading.

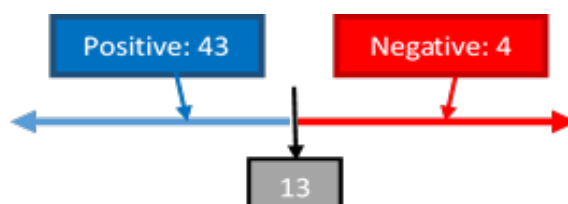


Figure 2: Students' opinion toward Extensive Reading

The respondents were asked about their opinion towards ER course. Forty-three out of 60 students gave positive responses after taking this course. Most of the students perceived that this course was fun and interesting. One of the students who perceived that this course was fun, however, said that the lecturer played an important part in deciding the students' motivation to come to the class. Some of the students said that this course was good but the assignments of this course made them felt quite depressed. They also perceived that this course encouraged them to read and increase their reading skills. ER course also helped their vocabulary enrichment and grammar mastery. Thirteen respondents had both positive and negative opinions towards this course. In ER course, the students have to reach some numbers of reading materials and write the summary of their reading materials in the report to achieve an A score. They have to submit the report in a specific time. Therefore, some of the respondents of this study felt that they were forced to read on target if they wanted to achieve A score. Because of these requirements, one of the students said that he/she knew that his/her friends cheated by exchanging their works to each other. So, those who were cheating appeared to read a number of reading materials yet in the reality they were not reading anything. There were four students who had negative responses. One of the students believed that the rule of this course was out of date. Another student explained that in one ER course, he/she spent most of the meetings doing nothing. They did not read anything in the class. Therefore, this course was a bit boring for him/her.

The data analysis of the comparison on the total of the books that the students read in a month before and after the course was reported in the form of charts. Before joining the course, 7 out of 60 respondents did not read anything in a month. After having the course, the number decreased to only 3 students. Furthermore, 36 out of 60 respondents read at most 1 to 3 reading materials before ER course. After participating in ER course, the number decreased to only 26 students. Twelve out of 60 students 3 to 6 reading materials before ER course. This number increased to 21 students after joining the course. Then, for the percentage of the students who read more than 6 materials in a month increased from 5 to

10 students. These findings indicated that there were some improvements in the total of reading materials the students read after joining ER course.

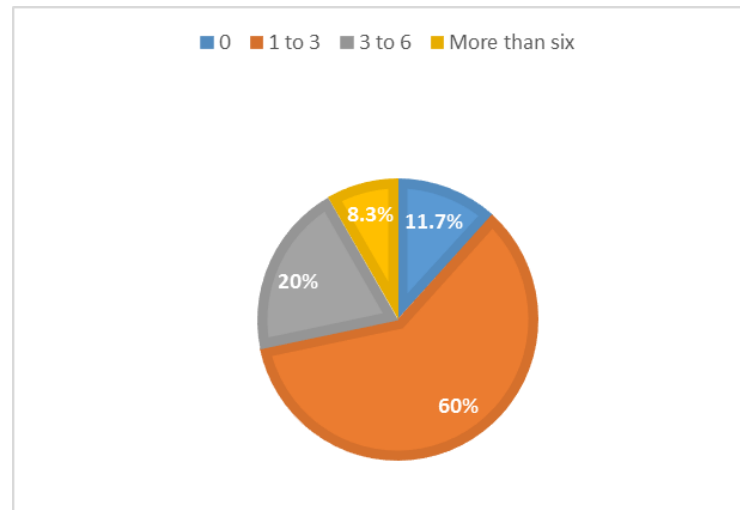


Figure 3: Percentage of reading materials students read in a month before ER course

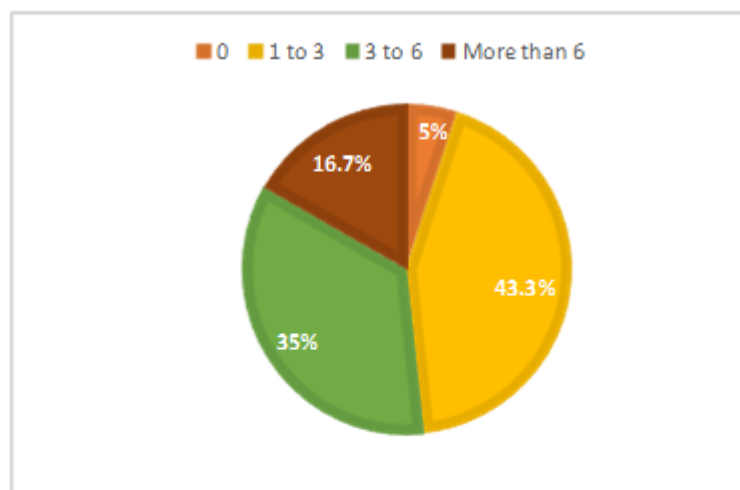


Figure 4: Percentage of reading materials students read after ER course

After asking the respondents about their opinion on whether or not ER course helped the language learners in improving their willingness to read regularly, the data showed that 46 out of 60 students said that ER course could help them to read routinely. However, 14 people who had different opinions (see Figure 5).

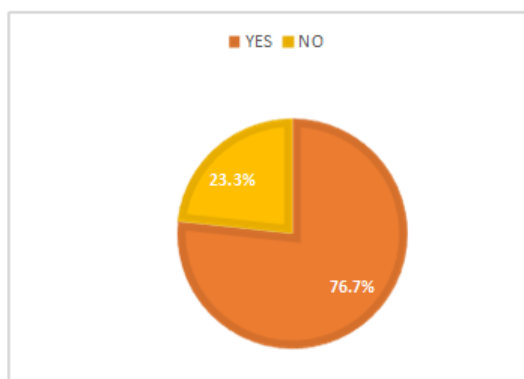


Figure 5: Percentage of students who think that ER course helped them to read regularly

In order to know whether ER course is beneficial or not, the students had to answer the questionnaire. As stated in Figure 6, 57 respondents (95%) agreed that ER was beneficial for ELT students. Only three of them disagreed with this statement. They gave several reasons for supporting their statement, namely they believed that ER helped them to comprehend a lot of English literature and articles, enriched their vocabulary, increased their reading skill, improved their English, increased their interest in reading, and motivated them to read. In other words, ER course was essential because it contributed to increase the willingness of the students to read.

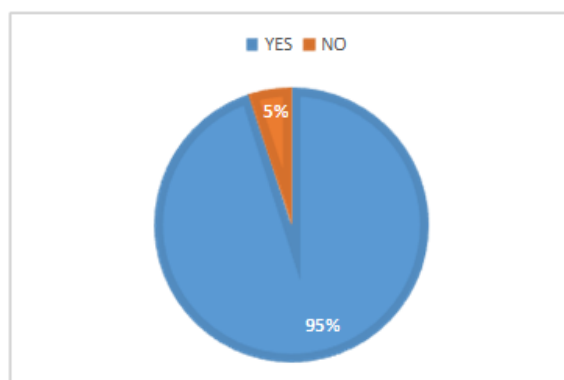


Figure 6: Percentage of students who believe that ER course is beneficial for ELT students

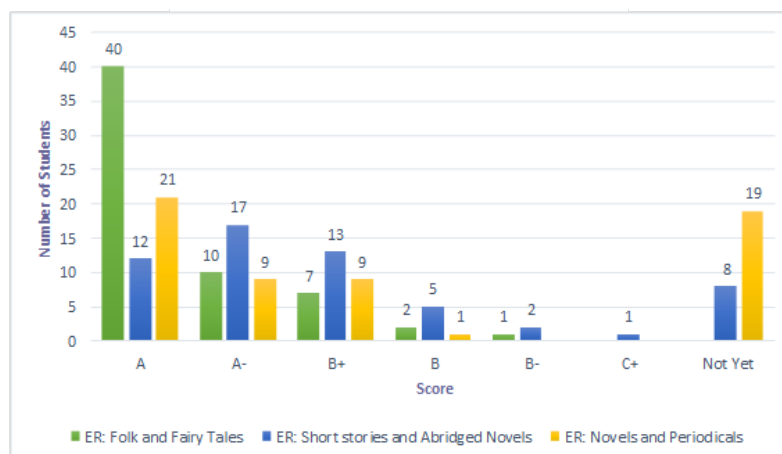


Figure 7: Students' ER scores

Figure 7 shows that there are more students who got A score (n = 40 students) in the first ER course compared to the other two ER courses. It can be concluded that the first ER course is easier than the other ER courses. The findings also show that the higher level of ER course, the fewer students could get high scores. The scoring rubrics in each level were different because each ER level requires different number of books for the students to achieve A score. For Example, in Folks and Fairy Tales, the students need to read and write the summary of 60 folks and Fairy Tales. Unlike the novels and periodicals, it requires four novels and 28 periodicals to achieve A score. The assessment is done quantitatively (number of reading materials read) and qualitatively (content of the summary).

The findings also showed the learners read more after ER course and the purpose of ER to encourage the students to read more books was also achieved. The findings also revealed that more than 50% of the respondents were more autonomous than before joining the ER course.

CONCLUSIONS AND SUGGESTIONS

To conclude, there are improvements in the number of reading materials the students read before and after ER course. It means that the ER can give big effect to those who take the ER program. Then, the score of the ER course can be used to indicate the whether or not the students is autonomous in reading because the students who got good scores are also improving in terms of the number of their reading materials.

In the future, studies on extensive reading and their impacts need to be developed further to get more accurate and valid results because the present study relied on one data collection tool, that is a questionnaire.

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BUILDING STUDENTS' INTEREST IN SPEAKING SKILL THROUGH OUTSIDE CLASS ACTIVITIES

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Abstract: This study reports the use of outside class activities as part of communication tasks used by English Department students to develop their speaking skills. This topic is interesting enough because the use of outside task activity has helped the students overcome their boredom in learning English speaking skill. It is necessary for the students to know more about outside activities as part of communication tasks so that they may develop their speaking skill. In many EFL context opportunities for oral communication outside the classroom are limited. This paper describes the development and implementation of a communication oral English tasks and assignment at English Department of IAIN Ponorogo that increases these speaking opportunities. The tasks are aimed to facilitate low-pressure, peer to peer free speaking practice, leading to increased fluency, motivation, and interest. For data collection, the researcher used observation and interviews with some students concerning the use of outside class activities. In addition, a survey completed by 90 students who participated in speaking class was also conducted.

Keywords: speaking skill, students, outside class, activities, interest, motivation

Keywords: *Speaking Skill, Students, Outside Class, Activities, Interest, Motivation*

INTRODUCTION

Nowdays mastering English is very important for everybody since English has become the international language and has been used widely by almost a whole people of the world. Realizing the importance of English, therefore English is one of the compulsory subject taught in junior high school to senior high school. Many students who put the great interest in studying English finally take English as a focus or major study in university, course, and college.

A great appreciation should be given towards the students who already built their motivation in studying English. Meanwhile, when they encounter a high demand for English mastery, English is an important extra credit for finding a job. Therefore the students become more motivated in learning this subject.

In fact, many companies demand that employee should be able to use English and have a high English proficiency. Their English proficiency will be an important consideration for a company to recruit its new employees. This is related to the fact that as an international language English is used widely.

When a person has a high level of English mastery, one will be able to access information and broaden his knowledge more easily and more widely, as well as sharing the information.

Speaking is an important skill that students need to be able to perform. It is a verbal productive skill which will be very useful in communication. In order to be able to express idea, thoughts, feelings, opinion or information and message verbally, they will have to master speaking skill. Moreover, unlike any other language skills, when speaking is conducted, the speaker produces speech autonomously and directly.

Speaking skill is used for direct verbal communication and interaction. Thus, it involves many other communicative competences. Continuous practices, opportunities, and exposure are needed in order to help students develop their speaking skill.

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Since speaking is a productive skill, it involves the ability of communicative competence, pronunciation, intonation, grammar, vocabulary, and fluency. Many students find its grammatical pattern, pronunciation, and they are still not quite fluent in delivering their speech.

Although English is taught since junior to senior high school, in reality, many graduates are still not able to perform speaking skill better. To develop the ability of oral communication of students in colleges and universities and to make the students communicate freely as well as making them express their ideas clearly have become a problem troubling many teachers or lecturers (Charina Intan: 2013).

It is believed that there are several reasons causing the students' difficulties in speaking. Some of the reasons are due to the previous teaching methods which were less effective. In previous years, the methodology was teacher centered with a focus only on reading and writing. Most of the activities were of the traditional modes such as reading and dialogue reciting texts, and doing written exercises. Almost all important examinations did not consist of oral test, which caused both teachers and students to neglect oral English. This caused the reluctance in using communicative approach besides the deficiency in speaking ability itself.

Speaking is the skill that students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Hence, teachers have big responsibility to prepare the students as much as possible to be able to speak English in the real life situations.

There are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially interactive
- Non – Interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from the conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expression on their faces and body language whether or not she or he being understood. Some few speaking situation may be totally non-interactive, such as when recording a speech for radio broadcast.

There are a number of techniques and activities can be used during class time that can help learners develop the skills they need to become more confident speakers outside the classroom. In thinking about how to approach this, it is important to remember that transferring skills learned in one context and applying them in another is very complex and not simply a matter of "exporting" them and using them in another setting. Although some situations might be quite close to what has been practiced in class, others may differ considerably and will require tremendous effort and creativity. No situation can be a complete replica of the situation practiced in class.

This paper proposes a solution to this issue in the form of a Speaking Homework (SH) at class of English department, IAIN Ponorogo. The assignment is grounded in language acquisition research which emphasizes the importance of frequent practice, the motivational effects of positive student perceptions of assignment efficacy and low-stress communication opportunities, and the fluency effects of consciously-applied communication strategies. This paper is the result of action research in the classroom and is intended to be a practical, useful guide to instructors of foreign languages in a wide variety of settings. The activity can be implemented with all class levels, helping to increase students' motivation, fluency, and overall enjoyment of the lesson.

How Speaking Homework Started Teachers of oral English in EFL situations are always faced with the issue of how to provide enough speaking practice opportunities for their students in an environment where such chances rarely present themselves outside of class. One of the authors of this paper grappled with this problem after several years of teaching oral English classes at the university level in Japan resulted in frustration due to the seeming necessity of assigning reading, writing and listening homework for students in oral communication classes who, most of all, needed to practice speaking. The author's belief in the value of teaching oral communication strategies (CS) led to the choice of a course textbook based on CS, entitled *Nice Talking with You* (Kenny & Woo, 2004), wherein the idea of students explicitly noticing their own use of target language structures during a short conversation with a peer was introduced. After teaching students how to notate their own observations of the strengths and weaknesses of their in-class conversations with peers, the writer decided to ask students to have similar conversations outside of class, after which they would reflect upon both their own and their partner's language use, strategy use, and overall performance. That explicit reflection was then submitted as homework. Student response to the speaking homework assignment was encouraging. Many observations noted that participants "enjoyed" the conversation, and as the weeks passed, students began to comment that they "used more strategies than before" and that their conversations lasted longer than they had in earlier homework assignments. Encouraged by these comments and by improved in-class performance, the authors have collaborated on lesson planning and have continued to refine the assignment, which has become a core feature of their speaking classes. Speaking Homework (SH)

provides a unique opportunity for out-of-class oral interaction in an EFL setting, an idea which other researchers have incorporated in differing forms into their syllabi (Barker, 2005; Schneider, 2001).

METHOD

Students in the writer' classes are introduced to a variety of strategies for managing conversations. Class were almost done outside the semester. They don't need to come to class every week. The teacher or lecturer will give the instruction of task or speaking homework through the available communication gadget such as cellular phone. These include, for example, making a recording at favorable places outside class about promoting the local tourist resort, singing a favorite song and giving comments on the song, giving free comments on the story . These communicative strategy, particularly those to extend conversations, do not come naturally to students whose pre-university English language training has consisted largely of written Indonesian/English grammar-translation exercises. For such students, exposure to communicative oral English has often been limited to simple, one-turn question and answer exchanges. Lecturer did not always give instructions in class. It is so flexible. The writer herself often conducted the instructions intensely through WA groups sharing and self message service. The writer has an opinion that cellular phone, especially androids should be used positively and properly by students. By using their cellular phones for supporting the assignments at least they have minimized the chance to use cellular phones for unimportant and bad dangerous matters.

FINDINGS AND DISCUSSION

A. CYCLE I

At the first meeting, when the writer met her students in class it seemed not to have good impression because the speaking class activities were not encouraging and challenging. This may because of the materials given by the teacher were not interesting so that the students seemed to get bored quickly.

After determining the field problems to solve, the discussion was continued to analyze the main cause. It is important to recognize the obstacles and weaknesses related to the field problems. There were some difficulties causing the teaching and learning process not effective. The causes of the problems were then formulated.

One of the ways to make the students become motivated again in learning speaking is by conducting the teaching and learning process outside the class. The writer using many tourist resorts in Ponorogo as places to make video recording for task I with the topic " Promoting local culture and resorts at Ponorogo." The torist spots are, for example Ponorogo square, The Great Mosque of Ponorogo, Bathoro Katong Grave, Kasan Besari Grave, etc.

During the cycle I, the writer applied some communicative activities, questions and answers, and discussions on various topics where the students could use the expressions of their agreement or disagreement, "give me idea please" activity where the students could practice the expression of giving opinion or idea.

There was an improvement on using various media in the teaching and learning processes especially outside the class. At first, the students were not very enthusiastic and they did not fully engaged in the activities. When the lecturer asked the question based on the media, there were only some students who were responsive.

Then, in the next meeting in cycle I, students were more enthusiastic and responsive. They became more and more confident and responsive. They were brave to express their opinion voluntarily. Generally, the students could understand the materials better through media such as cellular phones, tape recorder, and handy cam, etc. They seemed to be more enthusiastic in doing the task.

B. REFLECTION

After implementing the actions of cycle I, the writer summarized reflections in the following description:

- a. Using outside classroom in teaching and learning process
- b. Using media in teaching and learning process
- c. Communicating the objective of the lessons to the students
- d. Designing Lesson Plan before teaching
- e. Conducting communicative activities
- f. Revised plan

C. CYCLE II

In this part, the writer would implement the same activities and new actions to make students motivated in joining speaking class. The action plan of cycle 2 are as follows:

- a. Using outside classroom in teaching and learning speaking.
One of the ways to make the students become motivated again in learning speaking is by conducting the teaching and learning process outside the class. The writer using many tourist resorts in Ponorogo as places to make video recording for task I with the topic "Promoting local culture and resorts at Ponorogo." The tourist spots are, for example Ponorogo square, The Great Mosque of Ponorogo, Bathoro Katong Grave, Kasan Besari Grave, etc.
- b. Using media in teaching and learning process
The students were excited during the teaching and learning process in the cycle II. The use of media could support them understanding the topic. The students were also enthusiastic to listen the recordings and the students' attention to the lesson could be improved.
- c. Communicating the objective of the lessons to the students
- d. Designing lesson plans before teaching the students
By designing lesson plans before conducting teaching, teacher will have better performance in front of the students. The writer was really helped with this. She became more ready in preparing materials and instructions outside the class.
- e. Conducting communicative activities
The communicative activities were also successful in improving students' opportunities to use English. It could be seen that all of the students could have a dialogue with others using English. When the second task to sing and give comment on the favorite song were given, they already been in more and more confident and proud in presenting each favorite song.
- f. Giving reward for students who have done the task well

This can be a good trigger and example for other students who still not reach the prestige.

CONCLUSIONS AND SUGGESTIONS

The teaching and learning process was found effective when it was well designed since the very beginning. The sequences of activities must be well prepared and well designed to ensure that the teaching and learning processes could run smoothly, systematically, and effective. By having effective learning process, the students could find the class easy to follow and they could accomplish the learning objective more easily.

Encouraging the students and making the learning process at ease were effective to improve their involvement in the class activity. The students became confident and comfortable to produce English due to the supporting and warm atmosphere. By conducting outside class activities, the English teaching and learning processes tended to be students centered so that they got more opportunities to speak up, got chances to ask questions, express ideas and feelings, and get feedback.

The speaking homework assignment described in this paper is perceived by the majority of students to whom it is designed to be an enjoyable, anxiety reducing language experience encouraging the development of oral fluency in English and the use of explicit taught communication strategies. The lecturer involved in this activity found positive motivational and fluency effects on the students through the use of this assignment. This confirm finding by research in language acquisition indicating that favorable learner perceptions of assignments efficacy can lead to such effects. Detail of the practical implementation of the assignment require refinement, with revision of the reflection stage of the assignment and recording of conversation being considered.

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DEVELOPING AUTHENTIC EAP READING MATERIALS FOR AUTONOMOUS LEARNING AT D3 ACCOUNTING PROGRAM OF UNMER MALANG

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Abstract: The main trigger to conduct this R & D research was the lack of teaching materials for teaching EAP Accounting 1 subject to the second semester students of D3 Accounting Program, Economics and Business Faculty at UNMER Malang. The researchers did need analysis through interview with the students. It is revealed that they did not learn any subjects related to history of accounting and money. They considered them essential since those topics would give added values to the students' understanding on other subjects they are learning, i.e. 'Pengantar Akuntansi-2' [Introduction to Accounting-2] and 'Manajemen Keuangan' [Finance Management]. The EAP Accounting 1 subject is a 2-credit subject that is taught once a week in one semester. After making the draft of the lesson plan (called RPSCL), the researchers decided to use authentic materials from the Internet relevant to the program specialization, that is accounting and taxation, and developed them into EAP reading materials. The final product is in the form of worksheets given to the students as handouts. The product is aimed to make the students learn independently while the teacher acts as a facilitator and resource. The researchers applied material development procedure proposed by Graves (1996) to develop the worksheets used for 14 meetings.

Keywords: *R & D, EAP Reading Skill, RPSCL, Authentic Materials And Independently Study*

INTRODUCTION

No teaching materials. No lesson plan. What to give to the students, then – listening, speaking, reading or writing skills? What is the best teaching technique to be used? Suppose you have decided to teach your students speaking skill, for instance. Now, the questions are what kind of activities and tasks will you give to them? What teaching speaking technique will you employ? Definitely a good lesson plan with interesting and added value topics for 14 meetings should be carefully made. Furthermore, since one of the researchers is the lecturer of the related subject and the students are not English students, apparently applying EAP is the right choice.

Gillet (1996) in his article "What is EAP?" written in the following link, <http://www.uefap.com/articles/eap.htm>, wrote that EAP courses can also be in-session courses. It means they are taken at the same time as the students' main academic course. In the researchers' case, EAP is taught to the students whose main academic course is accounting. He also wrote that EAP learners tend to be adults rather than children. Most EAP students are over 18 and they have made a difficult decision to study in an English medium university. Another quotation supports that EAP is the right choice, concerning with teaching English to non-English students in the higher education, as seen in the following link: http://en.wikipedia.org/wiki/English_for_academic_purposes.

English for academic purposes (EAP) entails training students, usually in a higher education setting, to use language appropriately for study. It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of English for specific purposes (ESP).

In the same article, "What is EAP?" - Gillet (1996) wrote that EAP is a branch of ESP in the sense that the teaching content is matched to the requirements of the learners. Another reference, as seen in the following link, <http://www.teachingenglish.org.uk/transform/teachers/specialist-areas/english-academic-purposes>, it is also mentioned EAP as the branch of English for Specific Purposes, "English for Academic Purposes (EAP) involves teaching students to use language appropriately for study. It is a branch of ESP (English for Specific Purposes) which has expanded together with the growing number of international students undertaking tertiary studies in English."

As for this R & D research, the researchers decided to develop reading materials with some considerations, such as time allotment and added value aspect. And regarding which English skills are appropriate to teach in the EAP class, the following link, <http://www.elanguages.ac.uk/eaptoolkit/>, mentions seven contents that can be used to teach EAP: 1) Learning skills, 2) Academic writing, 3) Reading and critical thinking, 4) Listening and note-taking, 5) Communication skills, 6) Grammar for academic purposes, and 7) Vocabulary for academic purposes. This is supported by Gillet (1996) who wrote:

There is often discussion whether these two terms - EAP and study skills - mean the same. I find it useful to make a distinction between general study skills that are not concerned with language and language study skills that will probably form part of an EAP course... These general study skills are obviously important to our Students in Higher Education, but they are not usually the main objective of EAP courses. The language study skills will form an essential component of the EAP skills classes.

Thus, it can be concluded that there are three essential aspects involved in EAP teaching: the first is it concerns with the teaching and learning in English language, the second is it uses English language for study, and the third is it applies in higher education or tertiary study. In other words, at a university level, teaching EAP is a good example; for instance teaching English to students who are majoring in accounting.

Applying autonomous language learning means involving these three essentials: 1) the learners, 2) the teacher, and 3) learning approaches used. According to Betts (2007: 8), an autonomous learner or sometimes called long life learner has 9 characteristics: s/he 1) has a positive self-concept/esteem, 2) is accepting others, 3) is perceptive and understand, 4) interacts effectively, 5) has problem finding and problem solving ability, 6) is creative and independent, 7) discovers and develops passions, 8) wants to impact the world in a positive way, and 9) sees learning as a life-long journey. In accordance with this research, hence, those characteristics should be shown or possessed by the learners of autonomous language learning class. As for the teacher, the researchers discussed it more in the Findings and Discussion section. Furthermore, as suggested by Brown (2007, 40-60), here are some approaches that can be used in the teaching learning process in the class: 1) CLT (Communicative Language Learning), 2) CL (Cooperative Learning), 3) IC (Interactive Learning), and TbLT (Task-Based Language Teaching).

METHOD

The qualitative research is a research in which the researchers do not use or apply any numerical data. Thus, readers will find no variables and numerical data used in this research. Ary, et al. (2002, 25) states that qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding, rather than a numeric analysis of data. The current research is a Research and Development kind of research. According to Latief (2010), in his book entitled *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, R&D (Research and Development) research is a qualitative research conducted to produce a set of teaching learning apparatus, such as syllabus, teaching materials, teaching media, module, students' workbook, and etc.

As for the instruments, this R&D used human instrument as the primary instrument that is the researchers themselves. According to Ary, et.al (2002, 424-425), one of the characteristics that distinguishes qualitative research is the method used to collect and analyze data. In qualitative studies, the human investigator is the primary instrument for gathering and analyzing of data. Grave (1996) calls the primary or human instruments as human investigator as well. As for the secondary instruments, in this research, the researchers mostly used interview and questionnaires, which will be discussed more in the Findings and Discussion section. Latief (2010: 75) states that human instrument may be equipped with various instruments that it is called as secondary instruments:

In the qualitative research, the researcher himself has a role as a human instrument and collects the data taken from various sources. Equipped with some instruments, the researcher collects the data, by himself or may be helped by others, by applying some techniques, such as interview, observation, or document assessment, at once.

To develop the teaching materials, the writers used the procedures which were adapted from framework of components of course development processes proposed by Graves (1996).

Table 1: Procedures of Materials Development

Framework of Components of Course Development Processes by Graves (1996)		
No.	Components	Contents
1.	Needs Assessment/Analysis	Objective and Subjective Needs
	What are my students' needs? How can I assess them so that I can address them? Questionnaires? Observation? Interview? Etc.	
2.	Determining Goals and Objectives	Goals (the intended outcomes of the course). Objectives (what to do and learn to achieve the goals).
	What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve these goals?	
3.	Conceptualizing Content	Language Components Language Functions Language Skills Genre/Texts Etc.
	What will be the backbone of what I teach? What will I include in my syllabus?	
4.	Selecting and Developing Materials and Activities	Selecting Materials (Adopt? Develop? Adapt?) Teaching-Learning Techniques Material Evaluation
	How and with what will I teach the course? What is my role? What are my students' roles?	
5.	Organizing Content and Activities	Lesson Level and Course Level
	How will I organize the content and activities? What system will I develop?	
6.	Evaluation	Students' Assessment
	How will I assess what students have learned? How will I assess the effectiveness of the course?	
7.	Consideration of Resources and Constraints	-
	What are the givens of my situation?	

FINDINGS AND DISCUSSION

D3 Accounting Program is one of the programs under the Economics and Business Faculty at University of Merdeka Malang. This diploma program includes 2 English subjects; *Bahasa Inggris Bisnis* or Business English and EAP: Accounting 1 in their curriculum (see Table 1. *Kurikulum Program Studi: D3 Akuntansi*). For this R&D research, the researchers chose EAP: Accounting I subject; a 2 credits subject which is taught to the 2nd semester students once a week for one semester that equals to 16 meetings, and developed materials in the form of worksheets for teaching it.

Table 2: Kurikulum Program Studi: D3 Akuntansi

No.	Kode MK	Nama MK	sks	Semester	Sifat
10.	620401	Bahasa Inggris Bisnis	2	I	Wajib
19.	620403	EAP: Accounting I	2	II	Wajib

The first step of several steps to develop the teaching materials that the researchers did was conducting preliminary interviews. The preliminary interviews were done with the Head of the Program and the students themselves. The results showed, from the Head of the Program's side, that there were no teaching materials. This means the Program did not have or did not provide any teaching materials for the related subject – the reason why the researchers conducted this R&D research. Secondly, it was found out that the students were the selected ones in term of their grades that is based on national exams stated on the *Surat Keterangan Hasil Ujian Nasional*. With an assumption that the students were academically qualified ones, it is appropriate to apply the autonomous learning to the class since it is believed that they would be able to independently study. This allows the lecturer to perform his/her roles as manager, facilitator and resource. Brown (2007, 214-216) proposed five roles of a teacher in the class and they are teachers as controller, director, manager, facilitator and resource. As for this research, the lecturer mostly applied the roles as manager (plans lessons, modules, and courses), facilitator (facilitates the process of learning, of making learning easier for students) and resource (is available for advice and counsel when the students seek it).

Meanwhile, from the students' side, they said that there were no subjects that discussed the proposed topics; i.e. the history of accounting, money or taxation. Indeed, after checking and studying the whole curriculum of D3 Accounting Program, the researchers did not find any subjects that are in accordance with those proposed topics. Since they are considered essential, those topics are expected to give added values to the students' understanding on other subjects they are learning, i.e. 'Pengantar Akuntansi-2', 'Manajemen Keuangan' and Perpajakan.

The second step, after the preliminary interviews were done, was the development of a simple draft of RPSCL or *Rencana Perkuliahan* Student Centered Learning for 16 meetings; 14 meetings (100 minutes for each meeting) and 2 meetings for mid-term test (UTS) and final test (UAS). In this paper, they only present half of them up to UTS (meeting 1 – 7) and those proposed topics can be seen in the following Table 3. The final products of this R&D research are teaching materials in the form of worksheets, in which students can use them to study independently; either solely or in pairs/group. The lecturer, then, would function as manager, facilitator and resource.

Table 3. Proposed Topics

No.	Unit/Meeting	Proposed Topics	Skills & Language Components
1.	Unit 1/1	What is Accounting?	Reading, Vocab, Grammar
2.	Unit 2/2	The History of Accounting (1)	Reading, Vocab, Grammar
3.	Unit 3/3	The History of Accounting (2)	Reading, Vocab, Grammar
4.		Summary	Writing
5.	Unit 4/5	Luca de Pacioli: The Father of Accounting & Bookeeping	Reading, Vocab, Grammar
6.	Unit 5/6	The History of Money (1)	Reading, Vocab, Grammar

7.	Unit 6/7	The History of Money (2)	Reading, Vocab, Grammar
		Summary and Review	Writing
8.	UTS / Mid-term Test		

The second instrument used was questionnaire and the researchers used Subjective Needs questionnaire. They are needs derived from information about students' personalities, confidence, attitudes, wants, learning styles and strategies. This Subjective Needs questionnaire was given to the students at the end of the semester to gather the information concerning with the worksheets. The total numbers of the questionnaire distributed to A Class were 20 people; however, only 18 of them filled the questionnaires. The following Table 4 shows the results of the filled questionnaires.

Table 4. The Questionnaire Results

No	List of Questions	Answers
1.	What did you expect to learn from this EAP Accounting 1 course (before studying it)?	1) Improving English language knowledge and skills especially the speaking (9 persons), 2) Learning and getting more knowledge on (history of) accounting in English (7 persons), and 3) Managing to understand the materials and pass the course (5 persons).
2.	How often do you read to English books / magazines / newspaper, etc.?	Always: None Very often: 1 person Fairly often: 8 persons Sometimes: 7 persons Almost never: 2 persons Never: None
3.	How did you find learning reading comprehension course?	Very easy: None Easy: 5 persons Somewhat: 11 persons Difficult: 2 persons Very difficult: None
4.	How did you find learning EAP Accounting 1 course?	Very easy: None Easy: 8 persons Somewhat: 9 persons Difficult: 1 person

No	List of Questions	Answers
		Very difficult: None
5.	How did you find studying the content materials of EAP Accounting 1 course, such as history of accounting and money?	Very useful: 10 persons Useful: 7 persons Somewhat: 1 person Useless: None Very useless: None
6.	Related to No. 5. Give reason(s)!	1) Because it helps them understand more about the history of accounting and money (12 persons), 2) Because it provides useful knowledge and helps improve vocabulary (7persons), 3) Because it provides a learning system / method that make it easy to understand difficult materials (3 persons, and 4) Because they just find it useful.
7.	What do you think about the use autonomous language learning applied in the class: students independently study and teacher has roles as facilitators and resource?	Agree on the use of it in class: 1) because it helps students learn the materials independently and develop creative thinking skills (13 persons) and 2) because it encourages students to explore and express their ideas in a more comfortable and effective way (4 persons). Disagree on the use of it in class because it will not help students learn if the teacher does not give sufficient attention and explanation to the class.

From the above Table 4, it can be described that: 1) before taking the course, the students mostly expected that the course provide some knowledge on the subjects in English, thus it would eventually help them improve their knowledge of English language and the skills as well, especially speaking. To be precise, they were eager to learn the history of accounting and other related topics because they thought it would help them understand the nature of their major. They also expected the developed material in English would help them to manage and to pass the course, 2) students majoring accounting (50%) had developed good reading habit concerning the materials of the course. This was a firm basis of developing and providing the materials that encouraged and enabled them to learn independently, 3) their reading

habit certainly supported them in better comprehension of the course which required them to actively read and do the learning activities on their own. This was also in line with their responses stating that the content materials developed for the course was relatively easy to understand. Hence, they found it very useful in the learning process both in the class or on their own, and 4) they agreed on the use of the materials since it allowed them to explore and express their ideas in a more comfortable and effective way of learning. Furthermore, the way in which the materials were developed encourages them to be independent learners with creative thinking skills.

CONCLUSIONS AND SUGGESTIONS

First, this paper presents the preliminary RPSCL intended for an early Accounting course. Thus it is designed to provide students with English materials relevant to Accounting as the major they are taking. This preliminary work is not yet well developed. It is expected that along with its use in the class, it will be gradually improved in terms of content and learning technique. Second, it can be concluded that based on the result of the questionnaire, developing materials for independent learners provides opportunities for both teachers and students in applying different teaching learning approach and techniques. However, the materials developed in this research is still in the preliminary stage, thus it is open for any review and revision for further improvements.

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Appendix

CHAPTER TWO

THE HISTORY OF ACCOUNTING

(Part 1)

A. READING PASSAGE

The History of Accounting (from Ancient Accounting to 14th Century)

By [Carol Wiley](#),

Accountingedu

contributing

writer

It is believed that the very origins of writing itself may have developed out of early marks used to keep account of goods at ancient warehouses more than 5,300 years ago. The **notion** that pre-numerical counting systems pre-dated even written language, didn't come as a surprise to many historians and archeologists who have long since recognized that the history of human civilization is largely indistinguishable from the history of commerce.

The story of the origins of monetary systems and commerce help provide a historical **account** of the origins and progression of accountancy, as commerce and accounting have run parallel to each other since their respective beginnings. For this reason, the history of accounting is often seen as indistinguishable from the history of finance and business.

Ancient Accountants of Egypt, Mesopotamia, Greece and Rome

Ancient Egyptian bookkeepers kept **meticulous** records of the inventory of goods kept in royal storehouses. The accuracy of these records was assured by the **swift** and severe penalty that came if mistakes were ever discovered.

Symbols inscribed on a clay tablet found in Mesopotamia



Archeologist Dr. Gunter Dreyer of the German Institute of Archaeology discovered 5,300-year-old bone labels **inscribed** with marks and attached to bags of oil and linen in the Abydos, Egyptian tomb of King Scorpion I.

Describing inventory owners, amounts, and suppliers, these labels of antiquity are known to be the ancient origin of the counting systems that would eventually develop into the sophisticated accounting methods we're familiar with today.

Other ancient societies also used accounting methods, including **scribes** in Mesopotamia who kept records of commerce on clay tablets. In ancient Greece, the account books of bankers show that they changed and loaned money and helped

people make cash transfers through **affiliate** banks in other cities. In ancient Rome, government and banking accounts grew out of records kept by the heads of families.

14th Century - Double-Entry Bookkeeping

The most important event in accounting history is generally **considered** to be the **dissemination** of double-entry bookkeeping by **Luca Pacioli** in 14th century in Italy. Pacioli was much **revered** in his day, and was a friend and **contemporary** of Leonardo da Vinci.

In fact, the Italians of the 14th to 16th centuries are widely **acknowledged** as the fathers of modern accounting and were the first to commonly use Arabic, rather than Roman, numerals for tracking business accounts.

Pacioli described double-entry bookkeeping, and other commerce-related concepts, in his book *De Computis et Scripturis* – translated in English to *Of Reckonings and Writings*.

The book was translated into five languages within a century of initial publication. The fundamentals of bookkeeping methods used today have actually changed little since the days of Pacioli.



Source: <http://www.accountingedu.org/history-of-accounting.html>

B. GLOSSARY:

Notion	: ide / kepercayaan
Account	: deskripsi tertulis tentang suatu peristiwa
Meticulous	: sangat teliti dan detail
Swift	: sangat cepat
Inscribed	: menulis / mengukir
Scribe	: orang yang menulis / mengukir
Affiliate	: terkait / terhubung
Considered	: mempertimbangkan / dipertimbangkan
Dissemination	: penyebaran
Revered	: menghormati dan mengagumi
Contemporary	: pada masa / periode yang sama
Acknowledged	: dikenal / diakui

C. GRAMMAR FOCUS

I. REGULAR AND IRREGULAR VERBS

Study the following examples:

1. ... itself may have developed...
2. ... and accounting have run parallel...
3. ... bookkeepers kept meticulous ...

4. ... societies also used accounting methods, ...
5. ... and helped people make cash transfers ...

Now, find **Regular and Irregular Verbs** used in the passage.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

II. PASSIVE SENTENCES

Study the following examples:

1. It is believed that ...
2. ... accounting is often seen as ...
3. ... these records was assured by the swift ...

Note:

- **Passive Sentence** is formed from an Active Sentence which has a direct object. Without it (direct object), we cannot make a Passive Sentence. Besides, to form a Passive Sentence we also need “to be or be” and “verb 3” (or past participle verb).

Now, find **Passive Sentences** used in the passage.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

GRAMMAR FOCUS EXERCISES:

Task 1: AFFIXES

Find **Affixes** used in the passage. Separate them as the given example.

e.g. unforgettable = un + forget + able

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Task 2: PASSIVE SENTENCE

Change the following active sentences into passive sentences.

e.g. They find some of raw materials → Some of raw materials **are found**.

1. Organizations accomplish most work today.
2. He runs his father's business.
3. They conduct an annual conference.
4. You made the right decision yesterday.
5. She helped me to finish writing the proposal.
6. The company exported lots of goods to Australia last year.
7. The Personnel Staff will interview some new applicants tomorrow.
8. I'm so excited. We will sign a contract very soon.
9. The old manager has been retired. They will appoint a new manager.

10. The secretary was busy. She could not answer the phone immediately.
11. We should pay the invoice soon before it is too late.
12. You can phone him as he is one of potential customers.

Change the following passive sentences into active sentences.

1. The teller helped me to open a new account.
2. The bad news surprises me.
3. The secretary will answer the letter soon.
4. My mistake embarrassed me.
5. The company employs many people annually.
6. We will sign the petition.
7. They should send the revised proposal tonight.
8. The boy can deliver the package ASAP.

AUTONOMOUS LEARNING STRATEGIES USED BY TOURISM STUDENTS IN SLC (STIEPAR LANGUAGE CENTRE)

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STIEPAR YAPARI

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Abstract: This study investigated autonomous learning strategies which were applied by autonomous learners. This study involved college students of SLC in Bandung. It employed a qualitative case study. Case study was deemed to be relevant for this study since it deals with specific phenomenon of autonomous learner as a single case which was analyzed and described. The data were collected from the students through observation, questionnaire, and interview. The data collected were analyzed inductively based on qualitative data analysis and interpreted to answer the research questions. The study revealed that the autonomous learners employed four strategies which were (1) memory strategy, (2) social strategy, (3) cognitive strategy and (4) metacognitive strategy. Memory and social strategy were the most preferred learning style among autonomous learners. These findings suggest that teachers can promote better learner autonomy by referring to the various strategies that the autonomous learners can do.

Keywords: *Autonomy, Autonomous Learner, Learning Strategies*

INTRODUCTION

In teaching activities, teachers often find problems to handle. Some researches findings indicate that a common problem for EFL teachers is dealing with a passive class, where students expected to be spoon-fed and do not participate in class activities. They lack initiative to learn and most of them prefer to participate when the teacher tell them to do so.

Consequently, the teacher dominates the class and students have no autonomy. This autonomy problem is getting worse because of limited classroom time, where not everything can be taught in class, due to students who have not enough time to practice English better. These problems need to be solved. Therefore, teacher needs to encourage the learner to be autonomous learner.

Autonomous learner is a learner who has responsibility for his own learning in an independent manner. The point of autonomous learner is also emphasized by Geddes and Struttridge (1997) that autonomous learner decides what he wants to learn of why he needs to learn, and then decides how is going to tackle the problems. It means they are an independent learner who knows what they want to learn and they decide what they want to do. Therefore, teacher who understands the effect of the autonomous learning will promote learners to become an autonomous learner.

A successful autonomous learner tends to use learning strategies (Skehan, 1989). Learning strategies are defined as a specific method of approaching a problem or task as modes of operation for achieving a particular end, or as a planned design for controlling and manipulating certain information (Brown, 2001). The employment of learning strategies seems necessary for students.

However, there are many different learning strategies can be employed by the language learner. However, as we know that in Indonesia, learners are not explicitly introduced to learning strategies and lack of awareness of learning strategies. Thus, these learning strategies are necessary to be introduced in the classroom and to be taught explicitly. Hence, teachers need to teach various learning strategies directly, which encouraged them to be responsible for their own learning and to develop their own learning strategies. Then, let the learners to choose the most suitable strategies which are appropriate for them.

Based on the aforementioned explanation, it can be assumed that most teachers would agree that autonomous learners are much more likely to succeed with their studies than those learners who are heavily dependent on the teacher. As a result, most of the students are then expected to be autonomous learners.

Therefore, it will be interesting to investigate autonomous learning more deeply with the focus on autonomous learner since research concerning learning strategies employed by autonomous learners still receives little attention in Indonesia EFL context. The result of the study is expected to contribute and to support the dependent learners to enhance their English skills. This research attempts to address the following research question:

1. What strategies are employed by autonomous learners to improve their English competence?

REVIEW OF LITERATURE

Learning Strategies

It is inevitable that learners face many difficulties in learning a foreign language. To overcome these language barriers, they need to utilize learning strategies. There are six major of learning strategies that has been identified by Oxford (1990).

The first is Direct Learning Strategies, which is divided into (1), Cognitive Strategies, this strategy enable the learner to understand and produce new language. It covers practicing (for example using formulas and patterns), receiving, and sending messages (for example, focusing on the main idea of a message and outlining), analyzing and reasoning (for example analyzing expressions), creating structure for input and output (for example, taking notes). (2) Memory Strategies help learners store and retrieve information. The use of memory strategies are most frequently applied in the beginning process of language learning. It covers creating mental linkages (for example, placing new words into context, a mental picture of the word itself or the meaning of the word, acronyms), applying images and sounds (for example, representing sound in memory, rhyming), reviewing well (for example, structures reviewing, flashcard), employing action (for example body movement, using total physical response). These principles are employed when a learner faces challenge of vocabulary learning. The words and phrases can be associated with visual images that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion, or touch. (3) Metacognitive Strategies, this strategy go beyond the cognitive mechanism and give learners to coordinate their learning. According to Stern (1992), these strategies are related with the learner's intention to direct his own learning.

Metacognitive strategy allow learners to control their own learning trough organizing, planning, and evaluation and are employed for managing the learning process overall.

The second one is Indirect Strategies that is divided into (1) Compensation Strategies where learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. It allows the learners to communicate despite deficiencies in their language knowledge to help the learner make up for missing knowledge. It covers guessing intelligently (for example guessing from the context in listening and reading), overcoming limitations in speaking and writing and strictly for speaking using gesture or pause words. (2) Affective Strategies help learners gain control over their emotions, attitudes, motivations, and values influence learning in an important way. It covers lowering students anxiety (for example using music or laughter, deep breathing or positive self-talk), encouraging yourself (for example rewarding yourself for good performance), taking your emotional temperature (for example, discussing with someone else). Good language learners control their attitudes and emotions about learning and understand that negative feelings retard learning. Teachers can help generate positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies. (3) Social Strategies are very important in learning a language because language is used in communication and communication occurs between people. It will help learners work with and interact with other people. It covers asking questions (for example asking for clarification or verification of a confusing point), talking with native-speaking conversation partner, and help the learner work with, cooperating with others (for example asking for help in doing a language task), empathizing with others (for example developing cultural understanding and exploring cultural and social norms).

METHOD

The aim of the study is to investigate autonomous learning strategies applied by the autonomous learners. Hence, this kind of topic for investigation requires specific research which should be a qualitative research design rather than quantitative design because the aims of the study relates to a specific phenomenon which tries to describe and analyze.

Therefore, qualitative research design was employed as the research design that is appropriate in understanding process by which events and action take place (Maxwell, 1996). This research investigated autonomy among high autonomous learner.

RESEARCH SITE AND PARTICIPANTS

The participants in this study were students in the first semester which consist of 30 students. Here, the participants were categorized into high autonomous learners, since this study focused on the investigation of autonomous learners.

DATA COLLECTION

In collecting the data, some instruments were applied. The instruments used by the researcher were data triangulation which was a powerful technique that facilitates validation of data through cross verification from more than two resources. It was employed by qualitative studies. Alwasilah (2010) argues that when dealing with the validity of the data, it is important to use several methods of data collection, such as observation, interview, questionnaire, and document analysis.

FINDINGS AND DISCUSSION

Learning Strategies of High Autonomous Learners

The whole results indicate that the autonomous learners used four strategies out of six strategies in learning English which are (1) memory strategy, (2) social strategy (3) cognitive strategy, and (4), and metacognitive strategy in a high frequency. This finding implies that the learners have acquired some degrees of autonomy because those strategies require them to act independently, make plans for their learning activities and require them to independently enhance communicative interactions with other people. These actions have been taken to increase their learning autonomy that is by intensifying the practice of use those strategies. In general, the learning strategies are presented in the following table.

Table 1: Learning Strategies of Autonomous Learner

Strategies	Number	Percentage
Memory Strategies	11	36.7
Social Strategies	11	36.7
Cognitive Strategies	4	13.3
Metacognitive	4	13.3

As presented on the chart above, the results pointed out there were four strategies which were practiced which are (1) memory strategy, (2) social strategy, (3) cognitive strategy and (4) metacognitive strategy. However, the majority of the autonomous learner frequently used memory and social strategies. This strategies show that learners with high autonomy in learning used learning strategies more than learner with low autonomy. As Boud (1998) stated when students shown their full involvement in language learning it means that they could be categorized as good language learner. Therefore it can be concluded that these high autonomous learners were good language learners.

Here are the detailed explanations of strategies which are used by the autonomous learner.

Memory Strategy

Memory strategy help the learners store in memory the important things they hear or read in the new language and enable the learner to retrieve information from memory when they need to comprehension or production (Oxford, 1990).

From the interview, all of autonomous learners employed memory strategy. As stated by Oxford (1990) that the use of memory strategies are most frequently applied in the beginning process of language learning. In general, memory strategy is employed when a learner faces challenge of vocabulary learning. There are some efforts are done by the autonomous learners to improve their English. Just as one learner said:

"...Terus maen games juga. Kan ada games gambar yang melatih kita menemukan ngartiin kata-kata baru." (AL 2)

(...Then play a game too. There is a picture game, which train us to find and translate new words.) (AL 2)

From the interview, it can be seen that they are playing games. The words and phrases are associated with visual images from the games which can be stored and retrieved for comprehension. Games as Richard-Amato (2003) says are associated with fun. Games can develop and increase their vocabulary. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion, or touch.

Social Strategies

Social strategies help learners work with and interact with other people. It covers asking questions (for example asking for clarification or verification of a confusing point), talking with native-speaking conversation partner, helping learners cooperating with others (for example asking for help in doing a language task), empathizing with others (for example developing cultural understanding and exploring cultural and social norms) (Oxford, 1990). Some of the learners are aware of social strategies. For example in the response to the question about where they English except in the class, some of the autonomous learners said:

"Sering tanya kakak kelas" (AL 1)

(Asked the senior frequently) (AL 1)

"Dirumah sama kakak, kalau ada PR jadi bisa nanya-nanya." (AL 3)

(With my brother in the house, so I can ask if I have homework) (AL3)

"Eci suka diskusi bareng temen-temen" (AL 5)

(Eci usually discusses with friends) (AL 5)

It can be seen that significantly, a high number of the autonomous learner indicated their enjoyment to do tasks or activities in pairs or group work. Learners can apply the strategy of cooperating with others by doing something together in the language they are learning (Oxford, 1990). They do not expect to learn English just by sitting in the classroom and does not rely totally on the teacher direct their learning (O' Malley and Chamot, 1989).

Cognitive Strategy

Cognitive strategies enable the learner to understand and produce new language. It covers practicing (for example using formulas and patterns), receiving and sending messages (for example, focusing on the main idea of a message and outlining), analyzing and reasoning (for example analyzing expressions), creating structure for input and output (for example, taking notes) (Oxford, 1990).

This strategy is portrayed in the following statements.

"Pake catetan, terus bikin kamus kecil, kaya bikin catetan kecil lagi. Ditulis Bahasa Inggrisnya terus apa artinya..." (AL 3)

(By using notes, creating a small dictionary, like a small note. Writing the English version and the meaning...) (AL 3)

"Ngetranslate apapun, jadi yang tadinya ga tau jadi tau. Terus bikin catetan kecil, liat kamus juga." (AL 6)

(Whatever we translate, we could know something that we did not know before) (AL 6)

It could be assumed that the autonomous learner try to store new knowledge for their input. It could help them to improve their vocabulary. Taking notes helps to remember and notice something interesting and different about their current knowledge and the input they are receiving. This undoubtedly helped them to enlarge English vocabulary. Speakers need to be able to process the language in their own head and put into coherent order so that it comes out in the form that are not only comprehensible but also convey the meaning that they are intended.

Metacognitive Strategy

Metacognitive Strategies allow learners to control their own learning trough organizing, planning, and evaluation and are employed for managing the learning process overall. It covers centering your learning (for example identifying one's learning style preferences), arranging and planning your learning (for example arranging a study schedule, planning for an L2 task setting goals and objectives), evaluating your learning (for example evaluating the success of any type of learning strategy, self-monitoring evaluating task success) (Oxford, 1990). It can be seen from the result of the interview of the participant.

“Belajar Bahasa Inggris seminggu dua kali, apalagi kalau besok ada pelajarannya, kalau ada tugas, terus ulangan.” (AL 4)

(I learn English twice in a week, especially if tomorrow is the schedule, if there is a task and test.) (AL 4)

“Ya seminggu dua kali, apalagi kalau ada pr, tugas tugas.”

(Twice in a week, especially if there are homework, tasks) (AL 9)

The comment demonstrated that AL 4 realized the importance of taking responsibility for her learning; she did her task and looked upon it as a good habit. Metacognitive strategies had a significant, positive, direct on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion. The autonomous learner had time schedule to learn English. Some of the autonomous learners prefer to make use of metacognitive strategies in order to organize and plan learning. This strategy allows them to set goals or objectives, identify the purpose of a language task, and seek practice opportunities (Boud, 1988). These also were consistent with Brown's theory that the metacognitive strategy deals with planning for success of language learning activity (Brown, 1994)

It can be concluded that they had the capacity for being active and independent in the learning process; they could identify their goals, formulate their own goals, and could change goals to suit their own learning needs and interests; they were able to use learning strategies, and to monitor their own learning.

CONCLUSIONS AND SUGGESTIONS

Based on the finding and discussions presented in previous chapter, several conclusions can be drawn. Regarding the research question, there are some conclusions which are derived from three instruments of data collection used in this research. It is found that the autonomous learners use five strategies out of six strategies in learning English which are (1) memory strategy, (2) social strategy, (3) cognitive strategy, and (4) metacognitive strategy. According to the data collection, it can be concluded that the most preferred learning style among autonomous learners are memory strategy and social strategy. They use memory strategy and social strategy to recall what they have been learned and practice communicative interactions with other people. These actions have been taken in order to increase their learning autonomy.

This finding implies that since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. The learners have acquired some degrees of autonomy because those strategies require them to act independently. In other words, language learning strategies consciously or unconsciously influence their characteristics to be more autonomous.

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