

## THE IMPLEMENTATION OF AUTONOMOUS LEARNING IN TEACHING SPEAKING FOR SENIOR HIGH SCHOOL STUDENTS AT SMA N 3 BANTUL

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### **Abstract:**

The aims of the research are to identify the implementation of autonomous learning in teaching speaking for senior high school students in SMA N 3 Bantul and to find out the factors that influence lack of speaking. The research was conducted in descriptive qualitative methodology. The data findings were obtained from the observation, interview and documentation of senior high school students of SMA N 3 Bantul. The participants of the research were the students of X IPA 1 of SMA N 3 Bantul. The data was divided into four points as follows: 1) the characteristic of autonomous learner, 2) the work-cycle of autonomous learning class, 3) teacher-students' role in autonomous learning, 4) the factors that influence lack of speaking performance of senior high school students. The results of the research were categorized into two aspects. First it is the characteristics of autonomous language learner namely having high motivation, strong curiosity, aware to use technology, having the high self-confidence. The work-cycle of autonomous classroom were plan, do, and evaluate. Teacher- learner role in autonomous class consisted of teacher as facilitator, teacher as motivator and teacher as the resource and responsibility for making good environment of autonomous class. Second, it is the factors that influence lack of speaking performance namely incorrect pronunciation, low grammar comprehension, low vocabulary mastery, low motivation, less self-confident, nervous and speaking anxiety, and lack of language input.

### **Keywords:**

Autonomous learning, Senior High School Students, Speaking ability



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## **INTRODUCTION**

The replacements of curriculum have followed the change of government policy of Education Ministry and it is absolutely impact on methodology of teaching and learning in educational field. In addition, shifted of methodology and learning model in English language learning had been removed from old version to modern version like blended learning, flipped classroom, and autonomous learning. The implementation of curriculum of K13 that focused on students' center automatically force students to take more responsibility on their own learning. The use of autonomous learning was considered as

goal on language learning. Autonomous learning model that focused on students center and tend is the method that force the students to active and responsible about their achievement in class. Furthermore, the students are able to set their learning goals and interpret their learning style and also set the exercise and evaluate about their learning activities. The concept of autonomous learning is being well-known on Language Education (Benson: 2001). Some review explain that it is the ability to take responsibility of one aims learning. Learner autonomy is sometimes misunderstanding in a way that it can be realized without a teacher. Nunan on Onozawa (2010: 7) said that the principal of autonomous learning is when the students are able to self-determine and self-directed, became active in the management learning process and take the exercise in relation learning resource and leaning activities. In addition, Littlewood stated that term of autonomous focus on two aspects there are ability and willingness. Ability focus on carrying knowledge and the most appropriate skills that have to acquire. Either willingness, depends on motivation and confident to take the material and get chance to assess in order to give good perspective about the relation in these aspects. Crabbe (1999: 3) explain that the challenge of teacher on applying autonomous learning is to take greater account of learners' ability to set the goal of study and to organize their learning activity. It means that if they already have the ability they need chance to take exercise and de

In senior high school, students learn English subject only two hours per week and the time is too short and limit to explore all skills in English proficiency especially in speaking ability. In some cases, English is divided into 2 kinds of subjects the first one is Compulsory English and Supplementary English. This crucial problem that focus on how the students can improve speaking activities at the classroom instead English learners should mastery four skills (speaking, writing, reading and listening). English is the one of subjects which is face on National Examination. They have same need to pass the National Examination so, many students motivate to learn English only focus on preparing this national exam. And not the development of English skills. Teachers usually give students material that focus on writing, vocabulary, reading, but in speaking and listening there are short time to take the exercise. So, limitation of time to practice on speaking skill is one of the teacher problem. In this case, autonomous learning gives students chance to explore their skills. Especially in speaking skill students may join debate competition, speech contest, English speaking club and some other English competitions at school.

Commonly, the implementation of autonomous learning has already existed in the school, in speaking skill there is problem in short time to learn at school, but the teacher already has given the best strategies, method and technique to improve their speaking such as split them into several teams and also do role play in the class. They seldom use speech and debate as the exercise on speaking class. Less of mastery speaking performance at classroom showed by unspecific result by score of KKM that the students can reach, little conversation at speaking class and the weakness of intention and motivation to use English in their speaking activity. Students of senior high school that learned on speaking class they found several obstacles in speaking, there are as follows: 1) they worry about correct grammar. 2) they don't know what pronunciation should speak. 3) They have a less vocabulary mastery. 4) Speaking anxiety student feel afraid, confused and not comfortable to speak English they feel shy if someone will laugh if heard they speak. 5) The lack of motivation to improve the speaking skills. In this case the teacher should give the students a broad motivation, support and give the students stimulate to speak. The teacher should create the comfortable zone in their speaking class. Teacher should control

the class by monitoring the class in learning process. By using the autonomous learning, the researcher assume that students can maximize their speaking skill better.

## **METHOD**

### **Research Design**

This study aims to identify the implementation of autonomous learning in teaching speaking skill for Senior High School. The qualitative research design used in this study. Qualitative research design is a research design that aimed to address researcher problems in which you do not know about the variables and need to explore (Creswell: 2012).

Based the research question the researcher want to know the implementation of autonomous learning in teaching speaking skill in Senior High school. Based on the reality that have found speaking skill at the classroom lest practice because there need a lot of time rather other skill, so the researcher would like to know whether autonomous learning give positive impact. Indeed, the researcher also would like to find factors that influence the lack of speaking performance of students of senior high school.

To depict the activities on the autonomous language learning in teaching speaking for senior high school the researchers use the descriptive qualitative research design. Creswell (2012) said that descriptive qualitative research presents the finding by describing in detail the phenomenon based on the participants. Based on the aims of the research, descriptive qualitative method was the appropriate to use.

### **Research Setting**

#### ***Place of the Research***

This research was conducted in a senior high school in Bantul region. The research was conducted at the Senior High School of 3 Bantul. The reasons are because the school has the readiness on implementing the autonomous learning. Second, the school has trying to use the 2013 new curriculum, because a lot of contents that adopted in the 2013 new curriculum have the similarities with the autonomous learning. The last it would be easier because the school is open accesss for conducting the research.

#### ***Time of the Research***

This study was conducted in April 2019. This reseach spent 3 months to collect the data, found the finding discussion until finished.

### **Data and Sources**

#### ***Sample***

The participants are students of SMA 3 Bantul grade X Science I 2019 academic year.

#### ***Technique of Collecting Data***

In this study the researcher used observation as the method to collect the data and the types of observation that used is to identify and look directly on reality and problem. Furthermore, observation give a chance to researcher for gathering live data from the naturally occur social situation and also get natural data from natural setting. Observation based on Cresswell (2012) enable to researcher to gather the data on the interactional setting such as the interaction that taking on place, formal and informal, planed and not planed, verbal and non-verbal etc. Pathon (1990: 202) suggested that

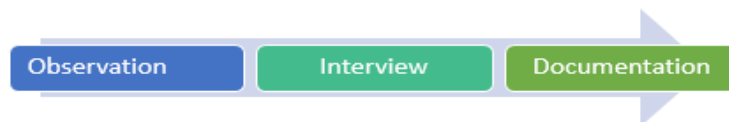
observational data should enable the researcher to enter and understanding the situation that being to describe, the observation concerned to chart the incidence, presence, and frequency of elements and might would compare one situation with another. The researchers make their own observation sheet as the instruments and indicators to take the data. The instruments absolutely related the topics and research questions.

### ***Instrument of Data Collection***

Two kinds of instruments were adapted in this research namely interview and documentation. Interview is conducted in this research. This method brings the argument and opinion about the implementation of autonomous learning at the class on their speaking skill. Cresswall (2012: 405) explained that interview is a flexible tool for data collection through some channels to be used such as verbal, non- verbal, spoken and heard. The purpose of the interview is to gain the sample respondent opinion's and gather the data. In this study researcher used standarized open- ended interview. It is appropriate data collection method in order to all of the respondent answer the same question, thus increasing comparability of responses because data are complete of each person on topic addressed in the interview topic.

Documentation also use in this research. Based on Sugiyono (2013 :240) documentation is data form like written photo, or video from the someone on process collecting the data. Documentation is gathering the data by the researcher with gathered the data from the accurate source, Arikunto (2006 : 231) state that documenting is searching the variable the data by collecting picture of the subject, condition and process while in doing the research

Furthermore, based on the data collection method , there is a triangulation data collecting method have been depict in the conceptual figure bellow.



**Figure 1. Cycle of Data Collection**

### **Research Procedures**

In this study the researchers create the guideline lists of interviews based on the purpose in the research question. Before doing interview, the researchers have identified the class by observation and make the observation check list to collect the data.

**Table 1. Aspects of observation list in autonomy class**

No	Aspects	Description
1	Characteristics of autonomous learners	<ul style="list-style-type: none"> <li>• Students have strong curiosity on learning process.</li> <li>• Students aware to use technology</li> <li>• Students have deep motivation and open minded</li> <li>• Students show confidence to speak up in front of the class</li> </ul>
2	Work-cycles of autonomous language classroom	<ul style="list-style-type: none"> <li>• Students can make their own plan</li> <li>• Students know the objectives of the learning</li> <li>• In doing the activities students can monitor and organize material</li> <li>• Students can evaluate their own learning achievement, measure their self-reflections</li> </ul>
3	Teacher-learner role	<ul style="list-style-type: none"> <li>• Teacher guide the learners during the lesson</li> <li>• Teacher is friendly with the students</li> <li>• Teacher gives positive feedback in the end of the lesson</li> </ul>

In interview data was collected by 10 students that have been chosen in random sampling as respondent in the class but before that the researcher made of organizing interview guideline as the instruments and preparing hand-phone recorder to collect the data by record the conversation with the respondents before the data were transcription. It helps the researcher to ask the question. In this research, the researchers use simple random sampling. In simple random sampling each member of the population has an equal chance to select.

Documentation has the important role on the data collection procedure. Documentation needed as the supported part as validity and reliability on qualitative research. In documentation, the researcher took the picture of condition in the class also make the appendix in every interview with the participant. For the process of observing, interview, and documentation the researcher needs some tools to collecting the data such as Smartphone, Handphone recording, note, camera and pen.

**Table 2. Interview guideline**

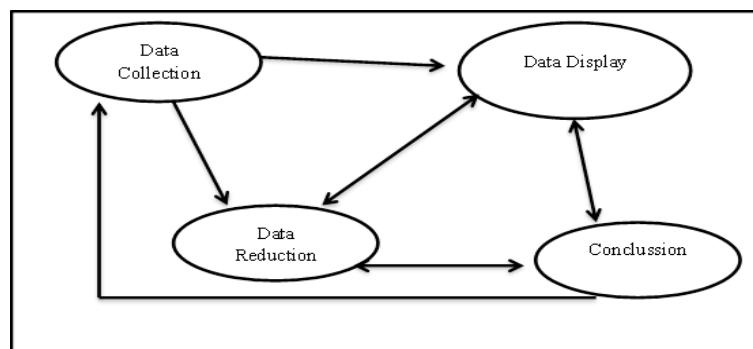
No	Aspects	Description
1	How is the implementation of autonomous learning in speaking class?	<ul style="list-style-type: none"> <li>• Apakah anda suka belajar bahasa Inggris?</li> <li>• Bagaimana kamu belajar berbicara?</li> <li>• Apakah kamu sering menggunakan teknologi seperti telepon genggam dan laptop untuk belajar berbicara?</li> <li>• Apa yang membuatmu suka belajar berbicara bahasa Inggris?</li> <li>• Apa kamu bisa membuat gambaran tentang tugas belajarmu dan tujuan pembelajaran dalam suatu materi?</li> </ul>
2	What are the factors that influence the lack of speaking performance in students?	<ul style="list-style-type: none"> <li>• Kesulitan apa yang kamu alami saat belajar berbicara?</li> <li>• Apa yang kamu lakukan untuk menanggulangi kesulitan tersebut?</li> <li>• Bagaimana peran guru dalam proses belajar berbicara?</li> <li>• Apakah guru selalu memberikan timbal balik atau feedback atau masukan setiap kali pembelajaran berbicara?</li> </ul>

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### Technique of Data Analysis

In this data analysis the researcher would like to make kind of report to describe the result of observation at the classroom and also show the appendix of documentation and data of observation checklist. Observation is the the powerful tool for gaining insight into situation on the other hand its exact, it may take long time to catch the required, behavior and phenomenon. Based on Miles and Huberman (1992) There are some stages that researcher have to do in the process of analysis data in descriptive qualitative research design.



**Figure 2. Miles and Huberman (1992)**

On the interview process the researchers made kind of transcription data from the conversation between the researcher and respondents. Kawulich (2005) reported the value of quantizing data looking for frequencies and together with the narrative description of setting, participants, activities, and behavior.

In this study the participants on sampling at the interviewing give unreal names. The transcription of the data of interview translated from the data that gained from respondents into English. The coding of data in the analysis data is needed to give label on piece of data. The aim of coding is to interpret the data from text to label. It helps the researchers to make description and the summarizing the result. Coding is the process of breaking down segments of text data into smallest unit.

The code name might derive from the word that use on the text based the own researchers' creation or it may use the clue from the words use in the spoken test by the one of the participants transcribed. There are three kinds of code that usually use. There are open coding, analytical coding and the last is axial coding. In Open coding can be performed in line by line, phrase by phrase sentence by sentences, paragraph by paragraph or text by text. Then the code can be grouped into categories which given name by the researcher. In analytic coding not only to analyze and describing code but also become more interpretive for instance texting, measure, controlling variable and experimenting. An analytical coding might derive from the theme of the topic of the research. The last is axial coding, it works within one category making connection between subgroups of that categories and between one category to another.

### Validity and Reliability



Validity is a key for the effective research. Validity is an accurate degree between the data that have gained and happened from the object of the research with the data that have been reported of researcher. Rahmawati (2015: 18) cited on Maxwell (1992) argues that the term validity notion for authenticity. The claim made that in qualitative data collection the intensive personal involvement and in-depth responses of individuals secure a sufficient level of validity and reliability. Maxwell claims that there are five kinds of validity in qualitative method there are descriptive, interpretive, theoretical, generalizability, and evaluative validities.

This research was conducted by using descriptive validity. It was showed the description of factual accuracy in a fact and happened or called as credibility. This research used triangulation data as validity. According to Olsen (20004: 3) social science triangulation define as the mixing of data or methods so the viewpoint at diverse or standpoint cast light upon a topic. The mixing of data types known as data triangulation, is often thought to help in validating the claims that might arise from an initial study. Validity also can be interpreted as the appropriateness between among the data, process, tools, and results of conducting the research. In this research, the validity is shown by report the result of the data analysis, result and tools.

In qualitative research reliability can be regarded as a fit between what researcher record as data and what occurs in the natural setting that is being researched. Linclon and Guba (1985) in Rahmawati (2015:2010) reveal that term reliability prefer to replace with confirmability or dependability.

In conducted this research the researchers used member checking as the reliability. Member checking aims to make sure that the answer is real from the participant. There was no change between the result of member checking and what was the participant confirms the data and the result.

## **RESULTS AND DISCUSSION**

Speaking in English Foreign Language is difficult and problematic. Speaking is also indicator of measurement about someone capability of language competence. The purpose of learner autonomy in speaking actually expected that students focused on their progress of learning confident, responsible, and communicative aptitude. In fact, there were many problems of the implementation of autonomous learning in teaching speaking. Furthermore, the process of implementation of autonomous learning at senior high school students was difficult both for teacher and students. There were some preparations, readiness and awareness of some aspects in academic learning. This leads us to the data findings that good relationship also communication between students and teacher, need supported facilities in using of implementation autonomous learning, big motivation, open- minded and good learning's behavior of students were very important related implementation of autonomous learning. Every aspect in there influenced each other. So, to prepare implementation of autonomous learning it was better for preparing these components worked together. To sum up these overview about the implementation of autonomous learning in teaching speaking that conducted in senior high school there showed some findings that discussed as follows.

## **1. Students' Characteristics of Autonomous Learning**

### **a. Student's Motivation in Autonomous Learning**

The motivation of students shows in many ways it can be seen from their enthusiasm in learning English, they have full direction and focus with the explanation and activities during process of the lesson, from the condition of class there are many posters with English words, sometimes they try to made conversation in English with their friends, they sang an English song, they made note in English word and so on.

### **b. Student's Curiosity in Autonomous Learning**

From the data findings it can be seen that there are 3 students explained that they need to learn English because it is international language so that they have to capable for using English. 2 students also added that English was joyful and attractive subject for them. Furthermore 5 students said that through several ways they have learn something new about English such as New vocabularies, Song, Movie, Knowledge, or some Novels.

These statements show us that students have the curiosity and enthusiasm to learn English. In class they showed their curiosity in learning English by making communication and discuss with their friends about something that they did not know. Sometimes they asked the teacher to help them if they could not find the answer. In other case students usually used their smartphone to explore the information related to the topic subject in process gain knowledge. Moreover, students showed their curiosity by asked the more explanation or asked the question to teacher with the purpose to obtain clearly explanation.

### **c. Students' Awareness to Use Technology**

Encountering Industry Revolution 4.0 the teacher and students should prepare their readiness to implement kinds of educational types 4.0. Based on Aggraeni (2018) stated Education 4.0 meant that types of education that brought innovation in educational system. Anggraeni (2018) cited by Suyoko the impact of industry revolution 4.0 the educator better found the view- points of how students learnt and developed their skills work in future. Media and technology in here gave the students and teacher chance to explore broadly advantages related in academic lessons. Autonomous learning enables the students to learn in or out of the classroom. In this way technology stayed as the bridging of students' own style of learning and their responsibility to take their exercised, studied and evaluated their own learning anywhere anytime.

### **d. High Self-Confidence**

It was clearly believed that students have different learning style influenced all sort factors including the learning strategies to use, psychology effect such as attitude, personality, motivation, self-confidence, and learning style (Onozawa: 2010). These factors influenced each other. Language tend as the media of communication. It means that whether orally or written the core purpose of language is to communicate tools. Effective communication through language it possible by using practically, it comes from the fact that the process of learning was more personal and more focus (Cakici: 2015). In the case of self-confidence, it is needed to support their performance to practice their language (speaking).



From the data findings showed in observation list that there are several groups that shows their less confident when act their role-play at the class. Three students of the participant explained they aware for their less confidents in speaking so that, they need to improve their self-confidence.

## 2. The Work Cycle of Autonomous Learning Classroom

There were three stages on work-cycle of autonomous classroom. When the students dependently have three categories as follows:

**First** is planning, it meant that students could manage, organize, and set the learning objective by their own self, choose the way of learning that suitable for them. Students assume in managing their own learning. They know how to create their work-plan or brainstorming related the material they also able to design guideline of material then choose their approach to perform it such as using role-play, imitative or group discussion.

**Second** is doing, this is take the actions in the proses of learning. This part focused in implemented of strategies related autonomous learning, such as monitored the progress control the learning process. Students monitoring their self by make sure that everything they do are doing well at least suitable with the step or guideline that they have design in the work-plan. it showed from students' awareness while did the performance of in or out of the class, they take responsibilities about their learning process. They did what learning objection that they have made. If there anything wrong in the process of performing they will get the feedback from teacher or their friend.

**Third** is evaluating or observation, after the students did their performance they got exercise, or assessment to measure their outcomes of learning. Then they made their self- reflection and evaluation about their learning process. Usually in the end of the class, teachers always asked their students related the lesson of the day. They would ask about what have they have learnt, what they get and how they can do that and the last is about to prepare next meeting. Another ways is to make their book record of students diary. This book shows us the progress of students about the lessons. Evaluation phase is very important to students and teacher. Students know how well they did their performance, they know how well they have learnt, their ability and what they have adequate from the lesson.

## 3. Teacher-Learner Role in Autonomous Classroom

Teachers change the students concept about the traditional role of the teacher and learner in the classroom (Cokici: 2015). Based on this statement, teachers played importance role in implemented and developed the autonomous learning. They have responsibility to develop learning environment in conductive and promoting learner autonomy. Coterall (1998: 8) on Sheerin said that teacher needs to become facilitators of learning rather than dispenser of knowledge of learners need to become active agents, taking responsibility of their own learning and participating their decision making with affected the learning. Teacher followed the students and assisted them in activities that they planned in beginning, teachers also provided the role-play s facilitator in the classroom. Teacher made possible students to use their smartphone in

the classroom, they gave chance for them to search something material that they needed want to learn. It meant that teachers brought the important role as facilitator at the autonomous class.

#### 4. Lack of Speaking Performance

Broadly speaking, when we talk about speaking skill, this is a crucial but most important in language learning. Because the main focus of language is to use in communication whether orally or written. In teaching speaking students not only try for being good speaking but also for being students more autonomous. Speaking is influential many aspects. Wang (2014) in Anggraeni (2017) mentions there are many aspects that affected students speaking ability such as view cognitive, affective, and linguistics factor gave impact to speaking ability, it is impacted the students' motivation in speaking. In this research the researcher also found several problems by students' speaking's performance.

- a. **Incorrect pronunciation**, some of the students said that they got difficulties in pronounce the word in English e.g laugh, love, scissors, ruler, etc. English in this case acts as Foreign Language that they did not get in the earlier of ages. So that it was properly when students got difficulties in pronouncing the words, they worried for making wrong sound.
- b. **Low grammar comprehension**, it was very important to learn grammar. When students produce the wrong structure of grammar they felt worry. And the effect of their focus in grammar they cannot did their good speaking
- c. **Low of vocabulary mastery**, vocabularies are based structure for main sentences. Word by word chains each other and make the meaning completely.
- d. **Less motivation**, Husnu (2018) in Anggraeni said that the biggest problems in teaching English for EFL learners was to change the viewpoints about English seems to be difficult skills to studied since the learners have a bad experience in the previous experience and made such as syndrome for them.
- e. **Less self-confidence**, when did speaking performance self- confidence is most important, the effect of less confidence such as speak slowly, speak without any stress or tension, looking for up stair and down stair and they no focus to audience.
- f. **Nervous and speaking anxiety**, it was a big problem that usually face by students, felt nervous and speaking anxiety. The students nervous was expressed by their body language while performance of speaking. Sometimes they shaken their hand or took them into their pocket, or they just keep silent with their shy- face and also they usually not looking the audience.
- g. **Less language input**, students felt attracted when the teacher created the good environment for them to speaking such as worked in group discussion or in the role plays, moreover teacher its better made a practical assessment to use the media and technology in there such as collecting the assignment used Instagram account or Youtube account, this way directly made the students autonomous in some aspects.

#### CONCLUSION

Based the data findings that have shown in the previous chapters and discussion it can be concluded that in the process of implementation of autonomous learning in teaching speaking, briefly able to use in senior high schools students. This method could be implemented through some process such as role-play, group discussion, debate or group presentation. Moreover, there are some characteristic that shown students of autonomous

classroom, such as higher motivation, have strong curiosity, aware to use technology, have high self- confidence, can do the work cycle of autonomous classroom ( Plan, Do, Evaluate ) and the teacher- learner role in autonomous learning include of teacher as motivator and advisor, teacher as facilitator and teacher's influencing students in learning environmental for being autonomous.

On the other hand, the process of implementation autonomous learning in class X MIPA 1 of SMA N 3 Bantul shown the low result of learning achievement. This condition is influenced by some factors those are lack speaking performance of senior high school students; Incorrect pronunciation, low grammar comprehension, low vocabulary mastery, low motivation, less self-confidence, nervous and speaking anxiety, and lack of language input.

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