Autonomous Learning Strategies for Academic Speaking by English Education Department Students

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ABSTRACT

Autonomous is the individual capacity to take responsibility for their own learning activities. Autonomous learning adapted learning method that learners use to obtain their own learning needs and goals, determine the most current learning method, and assess learning activity. This research aims at identifying students' autonomous learning strategies in academic speaking class. There were 20 students from the English Education Department were involved to gather the data. This study employed a quantitative approach in order to get the data. The data were taken by using a questionnaire. The result shows that the general description of the students of the English Education Department at Universitas Muhammadiyah Sorong was not included a specific description of how the students employed the autonomous learning strategy for learning particularly in academic speaking. The researcher found two kinds of autonomous learning strategies which were metacognitive strategy and social mediation strategy.

KEYWORDS
Autonomous; Learning Strategies; Academic Speaking.

ABSTRAK

Autonomous adalah kapasitas individu untuk mengambil tanggung jawab atas kegiatan belajar mereka sendiri. Autonomous learning mengadaptasi metode pembelajaran yang digunakan peserta didik untuk memperoleh kebutuhan dan tujuan belajarnya sendiri, menentukan metode pembelajaran terkini, dan menilai aktivitas pembelajaran. Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran mandiri siswa di kelas berbicara akademik. Ada 20 siswa dari Departemen Pendidikan Bahasa Inggris yang terlibat untuk mengumpulkan data. Penelitian ini menggunakan pendekatan kuantitatif untuk mendapatkan data. Data diambil dengan menggunakan kuesioner. Hasil penelitian menunjukkan bahwa gambaran umum mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Muhammadiyah Sorong tidak mencakup gambaran khusus tentang bagaimana mahasiswa menggunakan strategi belajar mandiri untuk belajar khususnya berbicara akademik. Peneliti menemukan dua

KATA KUNCI
Otonomi; Strategi Belajar; Berbicara Akademik.

jenis strategi pembelajaran mandiri yaitu strategi metakognitif dan strategi mediasi sosial.

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INTRODUCTION

Language is needed as a tool of communication used by many countries. One of the languages, English, is acquired and learned by people since it is an international language spoken in many countries (Gunantar, 2016). The way English is spoken and written has become the primary problem for Indonesian students in learning English (Roza, 2022). In spite of the problem, the majority of students are now aware of English as an international language and they are encouraged to communicate effectively. Out of the four English skills, speaking is considered to be one of the most important components for learning English as a successful communicative language. Wael et al., (2019) found that oral communication skills were effective in improving students' confidence and increasing their ability to communicate in a foreign language. Therefore, to achieve effective communication, students need to practice and develop a deep understanding of how to use English orally (Wael et al., 2018). However, a language is taught to learners at the educational level with the intention of practical communication.

Learning a language cannot be forced by others. Language learners have their own way to learn a language. Autonomous learning is learning that can be managed by the learners themselves. Onozawa (2010) states that the principle of autonomous learning is that learners are able to manage and control themselves in the learning process. This means that students or learners need to take their own ways concerning learning; autonomous learners do not always have an approach to the teachers' ways, but they use their own ways to become proficient in the language. Moreover, according to Jamila (2013), learner autonomy is learners that are able to select their materials and learning strategies to sustain their learning objectives and inappropriate language skill which widens the scope to employ their own experience.

Furthermore, Cottrell (2000) argues that learner autonomy should be noticed as an essential goal of learning, rather than just the goal of students in taking the optional course. It means that learner cannot be seen as a particular term for the learner who only takes control of a single goal in learning but should take the essential goal of all learning. Little, (1991) also states autonomy is basically a capability for obtaining the result of independent activity. Autonomy is the capacity of learners to get knowledge by being independent in choosing their own way of learning and having a crucial reflection.

Hence, Smith (2003) argues that a strong approach to developing autonomy, especially an approach that looks at the learners' abilities from the bottom up to create the autonomy experiences. The development and the approach of autonomy are important that will use the capacity to build optimal conditions and the critical reflection on their experience.

However, most students choose their unique learning strategies to get them responsive to learn speaking and the different learning strategies can be employed by them as language

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learners. Learning strategies are needed to motivate students because by having their own learning strategies, students are able to know and manage their own ways of learning and goals to make a choice in order to become autonomous learners. Furthermore, to be autonomous learners in learning to speak, students need to learn with their appropriate learning strategies and the other ways some factors also can influence their own learning process in order to become autonomous learners. Therefore, it can be assumed that to become autonomous learners students need to choose their own learning strategies and some factors might be encouraged them to speak English confidently and independently.

O'Malley & Chamot state that cognitive strategy, metacognitive strategy, and social mediation strategy are part of autonomous learning strategies. Basically, cognitive strategies are implemented by reading, remembering, paying attention, and asking questions. Metacognitive strategies include the activities of panning learning, data collection, self-monitoring, self-evaluation reflecting on learning, and organizing personal learning. Social mediation includes relaxing during learning activities, setting the group rules, cooperating with peers, providing communication effectively, and helping peers to evaluate their assignments. (Wang, 2010).

The Characteristics of Autonomous Learning

Autonomous learning is considered as the competence to control learning. As stated by Benson (2001) the idea of autonomous learning in language teaching is well recognized as learning that can achieve goals. Crabbe (1999) explains that applying autonomy to the learning process means paying more attention to the ability of learners to set goals and manage their learning. It means that autonomous learning is the learning that can be carried by the learners themselves in order to set stgoals and organize the learning activity.

Zulaihah and Harida (2017) argue that autonomous learning helps students discover their own learning needs and learning goals, determine the aims of their learning, and monitor the learning to assess progress. The students often use music, movies, videos, essays, and smartphone applications for learning. In general, non-traditional high-performing students are easy to understand especially when presented with language. They consider friends, and confidants could help them learn autonomously. Learner autonomy can be characterized as a learner center because it focuses on teaching to learn, learners make plans to set their own goals, and learners are free to choose learning strategies related to their needs and ways of learning.

Cotterall (1995) states that an important feature of autonomy as a learning method and strategies that the students take greater responsibility for their learning which responding to the instructions. She also argues autonomous learners can obtain to set goals and needs for evaluating progress. Meaning that learner autonomy tends to take charge and create their own learning goals, objectives, strategies, and critical opportunities to have development of their learning. Little (1991) pointed out "the characteristics of autonomy as a universal human". Autonomy is the goal of all developmental learning' and is, moreover, fundamental to its' process' which will take its own initiative not for the goal of learning but for all essential learning and carrying out the process by seeing the development of their learning. Crabbe (1999) states that the move toward learner autonomy is to set learning needs and goals in order to justify the learner's ability to create learning activities. This does not mean that learners

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automatically know how to learn independently and become autonomous learners, but if they already have the ability, then they need to be guided in developing it.

Fidyati et al., (2020) according to their findings, respondents choose singing English songs to train their English skills. Some people use mirrors to talk to themselves. Few people focus on fluency rather than grammar. This indicates that collaboration with classmates is not essential to upgrade your English skills. Furthermore, Noor's (2021) research findings show that learner autonomy is poorly practiced speaking in the classrooms. Teachers and learners generally exercise autonomy in a suitable place of autonomy. The study also shows a positive attitude toward learner autonomy practice speaking in classrooms and the challenge of applying language teaching at the tertiary level. This study helps learner autonomy in the classroom and aims to further learning.

METHOD

This research implied a quantitative method. Leedy & Ormrod (2001) explained that stated quantitative research includes data collection that can be measured statically processed to support the data claimed. The researchers used a survey as a research design in order to collect the data. As stated by Mills (2021) survey design is the primary method of data collection. Surveys are used by researchers as a tool to help measure the result of individuals or groups. This research involved 20 students in an academic speaking class. The researchers conducted this research at a Private University in Sorong City. The data were collected by using questionnaires. There were 32 opened-ended questions given to the participants. These questions were spread out over 11 indicators of autonomous learning strategies. The researchers analyzed the data by collecting all the questionnaires and separating them into each item that cover autonomous learning.

FINDING AND DISCUSSION

This description was taken from all the questionnaires. The participants were involved in collecting the data. In carrying on the autonomous learning strategies, ten students show their capacity. The capabilities were drowned in the form of figure which taken from the result of students' questionnaire. The data can be seen as follows:
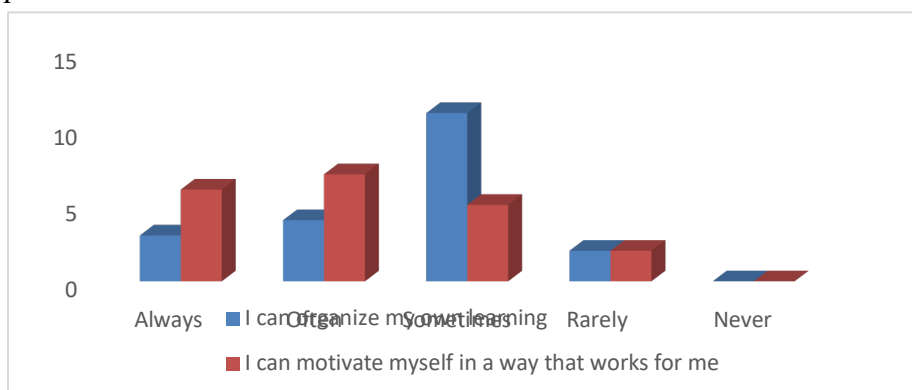

Figure 1. Students' Ability to Motivate Themselves when Applying Autonomous Learning

Using the data in figure 1 above, two indicators indicate that students perceive their capacity to dig their motivation of autonomous learning in their learning activity. The indicator on their perception of how often their ability to motivate themselves in a way of their learning. The data in the figure indicated that most of the students 0,35% it was considered often have the ability to motivate themselves in a way that works for them. For the next indicator, 0,55% of the students sometimes manage their ways of learning by applying autonomous learning to their learning in academic speaking.
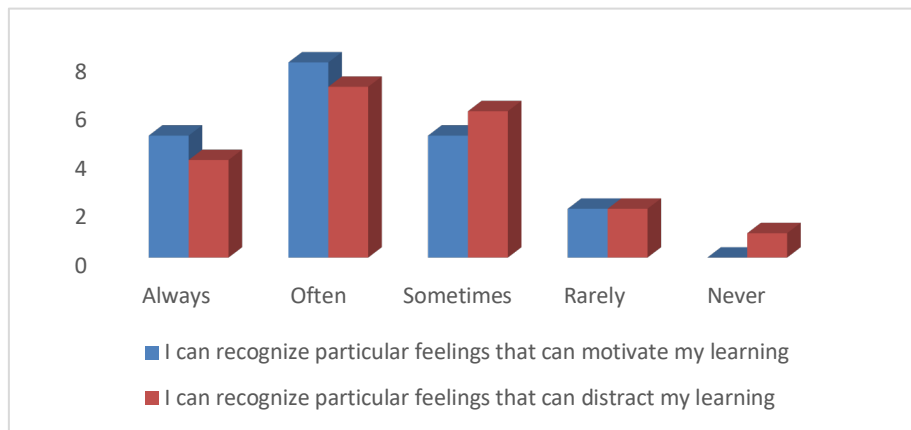

Figure 2. Students' Ability to control emotion

Two indicators in figure 2 show students' capacity to control their emotions. The first index reflects how students can identify specific emotions that can distract them from learning. It was considered 0,3% of students recognize current feelings which disturb their learning. Often indicators are shown by students of current feelings which increase their learning and they can recognize particular feelings that can distract their learning. It was considered 0,4% have the ability to control their emotion in applying autonomous learning to their learning.

Figure 3. Students' Ability to Recognize Autonomous Learning Pattern

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Three indicators of students recognizing autonomous learning patterns can be seen in figure 3. The first indicator evaluated students' learning competence. The second indicator analyzed students' learning needs. The third indicator shows students can manage their goals in learning. However, the first indicator 0,3% of the students stated that they always analyze their learning needs and sometimes assess their learning competence. For the second indicator, there were 0,35% of students who often evaluate their own learning ability and students sometimes set their own goals for learning. Therefore, the third indicator was 0,4% of how the students sometimes analyze their learning goals. These indicators were applied to students' autonomous learning strategies.
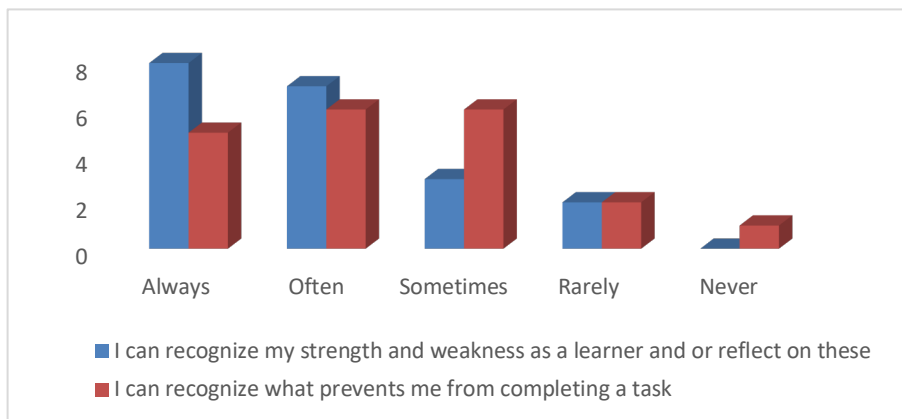

Figure 4. Students' Ability to Monitor Autonomous Learning Patterns

Figure 4 indicates two indicators of students' competence were used to assess autonomous learning patterns. The first was to recognize the students' strengths dan weaknesses as learners. The second indicator reveals to students prevent them from completing a task. Moreover, the first indicator 0,35 % of the students stated that they often recognize their strengths and weakness as a learner. The second indicator 0,4% of the students states that they always recognize what prevents them from completing a task. The students applied these indicators in their learning autonomous learning strategies.
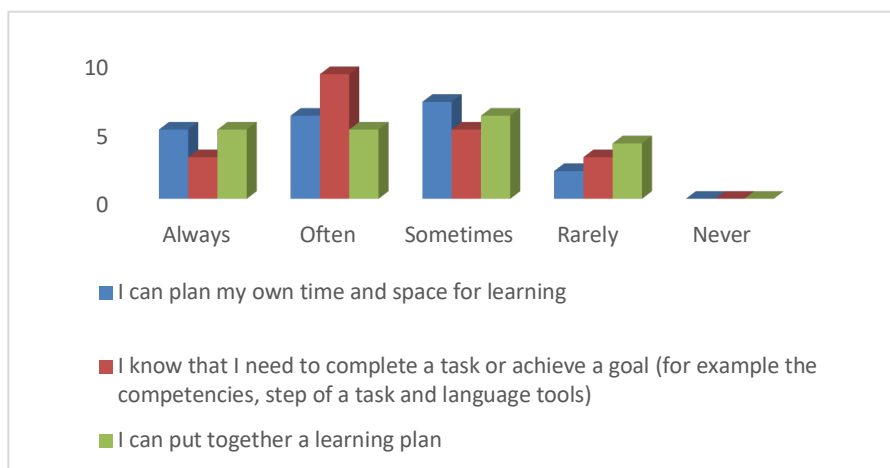

Figure 5. Students' Ability to Plan Autonomous Learning Pattern

Three indicators in figure 5 represent the students' competence to plan autonomous learning patterns. The first indicator was students can plan their learning components. The second indicator is that students recognize that they have tasks to complete the goal. The third indicator was students can put together a learning plan. Moreover, the first indicator 0,3% of the students sometimes put together a learning plan. The second indicator 0,35% of the students sometimes manage their learning activity. The third indicator is 0,45 of the students often know they should comprehend a task to obtain a goal (for example the competencies, steps of a task, and language tools). These indicators were applied in the learning of autonomous learning strategies.
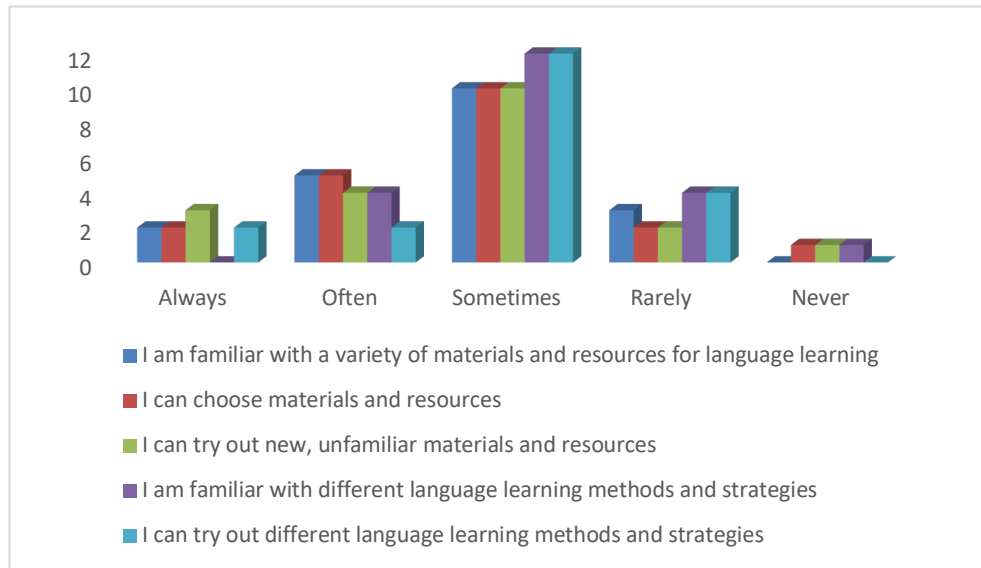

Figure 6. Students' Ability to Choose Materials and Methods of Autonomous Learning

Figure 6 illustrates 5 indicators. These indicators were used in an autonomous learning strategy. The first includes students' familiarity with various language learning materials. The second metric is students' choice of materials and resources. The third metric was allowing students to experiment with unknown material sources. The fourth indicator was the students' competence with different methods and strategies. In applying the ability to prefer materials and methods. This first indicator 0,25 % of the students are often familiar with a variety of materials and resources for language learning and also students often choose materials and resources. The second indicator is 0,5% of the students sometimes are familiar with a kind of language learning indicator, the students can choose materials and resources and the students can try out new, unacquainted learning components. However, the third indicator was highly used 0,6% of the students sometimes use other language learning methods and strategies and the students use other language learning methods and strategies. These indicators were applied in autonomous learning strategies.

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Graphic 7. Students' Ability to Complete a Task

There were seven indicators that presented students' competence to comprehensive a task. The first indicator is students can classify their ways of learning. The second indicator students fixed their tasks. The students can structure their learning independently of the third indicator. The fourth indicator is students' capacity to use a variety of materials and resources during their studies. A fifth indicator is that students are able to use different methods and strategies when learning. A sixth indicator is students are now able to convey their learning plans. The seventh indicator was the students' capacity to analyze foreign language elements to identify patterns. Moreover, the first indicator 0,55 % of the students sometimes can carry out their learning plan. The second indicator 0,6% of the students sometimes other language learning methods and strategies, the students obtain language learning methods and strategies, and the students can structure their learning independently. The third indicator 0,65% of the students sometimes the students can use a kind of learning component. The indicators were used in the learning process on autonomous learning strategies.
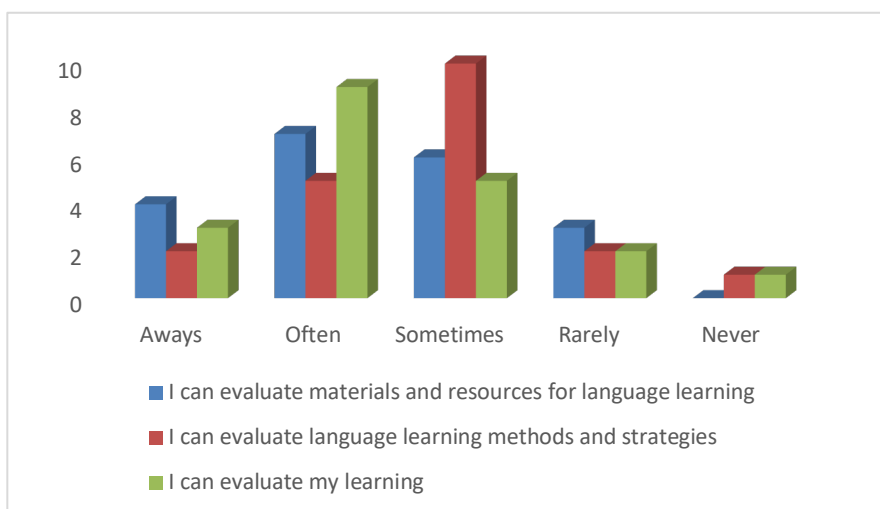

Figure 8. Students' Ability to Evaluate the Autonomous Learning Pattern

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Figure 8 shows the students' capacity to assess autonomous learning patterns on three indicators. The first indicator was the capacity of students to assess learning activity. The second indicator reveals the assessment of language learning methods and strategies. The third indicator was the students can evaluate their learning. However, the first indicator 0,35% of the students often use language learning components. The second indicator is 0,45% of the students often evaluate their learning. The third indicator is 0,5% of the students sometimes can evaluate language learning methods and strategies. These indicators were applied in autonomous learning strategies.
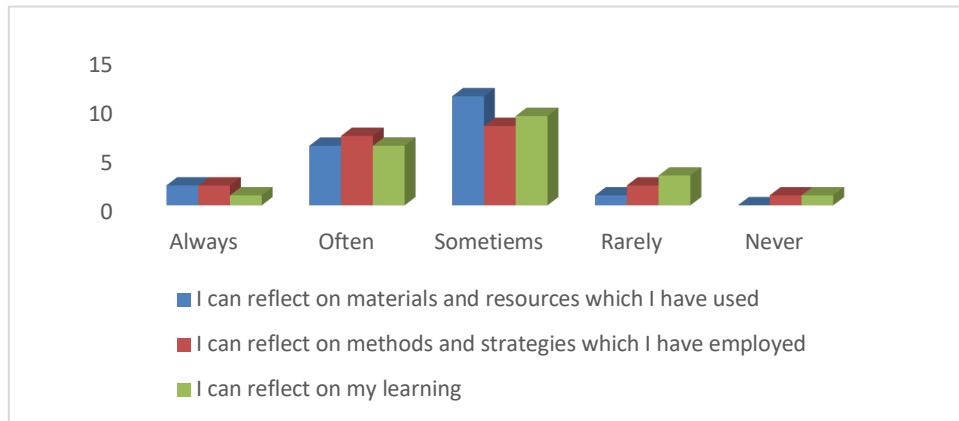

Figure 9. Students' Ability to Reflect the Autonomous Learning Pattern

Three measures of students' capacity to reflect autonomous learning patterns were presented. The first indicator was the students' capacity to carry out the materials and resources. The students can reveal methods and strategies that they obtain in the second indicator. The third indicator was the students' ability to reveal on learning. Moreover, the first indicator 0,45% of the students sometimes can reflect on their learning. The second indicator is 0,4% of the students can reveal on learning progress that they obtained. And the third indicator is 0,55% of the students sometimes can reflect on materials and resources which they have used. However, these indicators were used in the autonomous learning process.
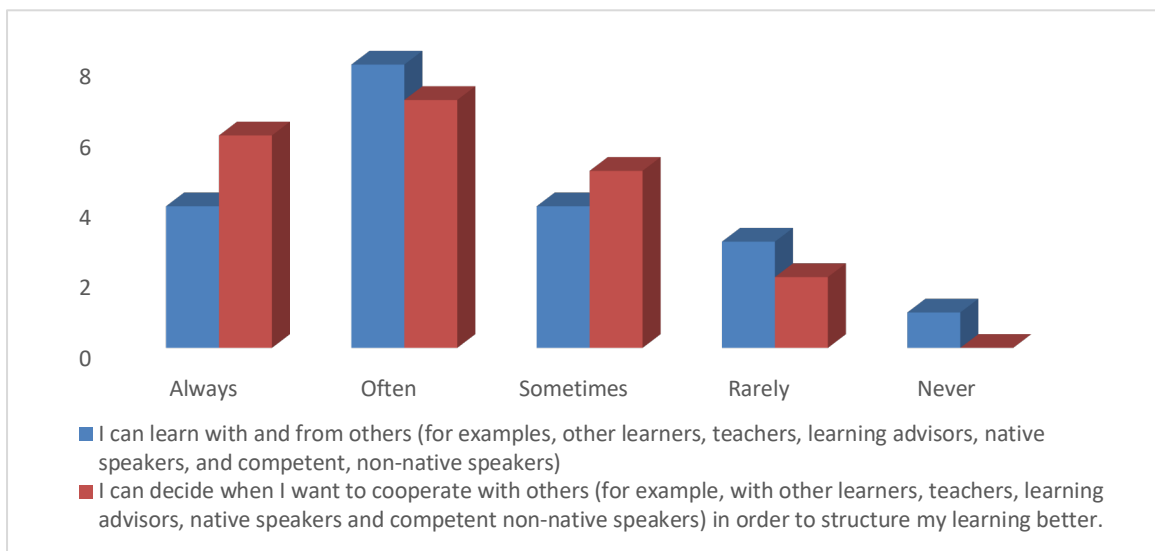

Figure 10. Students' Ability to Cooperate in the Autonomous Learning

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Two indicators of students' ability to adapt during autonomous learning are shown in Figure 10. the ability of students to learn and impart knowledge to other students in the second part. The second indicator shows whether or not students collaborate with other students (other students, teachers, learning advisors, native speakers, competent non-native speakers, etc.) to better organize learning. As a first indicator, 0.3% of students are ready to collaborate with others (including teachers, learning advisors, native speakers, and proficient non-native speakers) to better organize their learning. I always choose to collaborate with a different speaker). The second indicator showed that 0.35 percent of students said they frequently interacted with other learners to better organize their learning, including teachers, learning advisors, native speakers, and proficient non-native speakers. The third sign of the students' performance 0,4% of the students frequently study with and from others (for example, other learners, teachers, learning advisors, native speakers, and competent, non-native speakers). Autonomous learning strategies are applied to these indicators

This research discussed three autonomous learning strategies used in academic speaking classes. The cognitive strategy, metacognitive strategy, and social mediation strategy which stated by O'Malley & Chamot. The metacognitive were used in this research which focuses on planning for learning, self-control, and constructing learning activity. The social mediation strategy covered students' attitudes on applying autonomous learning strategies in their learning. The researcher tried to find out the ability of the students on ten autonomous learning strategies. There were five indicators were used to measure the student's ability in applying autonomous learning in learning academic speaking. It can be said that the students showed a positive ability in autonomous learning. The data can be seen as follows:
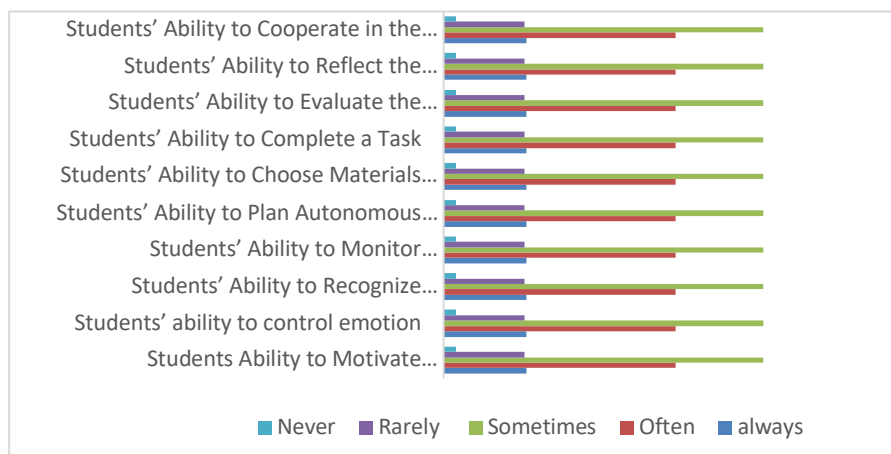

Figure 11. The Indicator Used in Autonomous Learning Strategies

The aforementioned figure demonstrates a student's capacity for applying autonomous learning in an academic speaking class was occasionally the first indication that 25,8% of the students were engaged in such learning. The second indicator shows that 18,5% of students frequently use independent learning techniques. The third indicator shows that 10% of the students always used independent learning techniques. According to the fourth indicator, only 6.7% of the students rarely used autonomous learning techniques while they were studying.

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The fifth indicator shows that 1% of students never used independent learning techniques. In other words, the students engaged in independent learning strategies. This tactic falls under the metacognitive and social mediation categories.

Autonomous learning in learning language is described as the learning that occurs with the initial learners themselves. It is used to set their own goals and organize learning activities. However, the data findings of this research above show the implication of autonomous learning in learning academic speaking. The autonomous indicators used by the students to show their learning strategies were at the most frequent level. The students use their autonomous learning on learning strategies to face the learning activity. It is represented by statements of the students such as "I can organize my own learning". This statement is most frequently used by students in learning academic speaking as the ability to manage the learning process. Another point shown by the students in learning academic speaking is that they can structure their learning independently, as it is in line with the ideas from Noor (2021) and Benson (2001).

CONCLUSION

Autonomous learning is a language process aimed at developing a student's competence and responsibility for the learning process. There was a positive relationship between self-directed learning and improvement in students' academic speaking learning ability. Autonomous learning affects their learning in speaking. It is shown by the indicators of autonomy such as they can organize their own learning, analyze learning needs, structure their learning independently, they can assess language learning methods, and revealing the methods and strategies used. Therefore, this study mainly addressed two types namely; metacognitive strategy and social mediation as learning strategies. For further research, the cognitive strategy especially for learning academic speaking was recommended to increase the description of students' autonomous learning strategy.

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