



Learning Autonomy in English Speaking Skill

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Article Info	Abstract
Article History Received: 2021-10-09 Revised: 2021-11-02 Published: 2021-11-22	The study aimed to find out kinds and the effects of students' learning autonomy. This research is qualitative research. The subject of study is 11th graders Science 4 SMAN 1 Mempawah Hilir. To obtained data, researcher used indirect and direct method, there are questionnaire and interview guidelines. The analyzed data obtained from questionnaire by grouping kinds of students' learning autonomy then to know the effects, researcher conducted interviews to 8 students. The results are vocabulary notebook is a kind of learning autonomy sometimes used (17.9%) while the most frequently used is English songs (63%). The effects they feel are gain new vocabulary, familiar with environment that uses English, enhances confidence and fluency. In conclusion, there are some kinds of learning autonomy students often do, like using vocabulary notebooks and Youtube, listening English podcasts, audiobooks or English dramas and English songs, speaking exercise focuses on fluency, not on grammar, talking to myself, playing English games, and watching English movies or TV programs. From those kinds of learning autonomy, students can improve speaking skill in terms of vocabulary and fluency and can be recommendations to improve speaking skill. In addition, teachers and students must also share ideas to find other interesting kinds of ways in English speaking learning.
Keywords: <i>Speaking skill; Learning Autonomy; English.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2021-10-09 Direvisi: 2021-11-02 Dipublikasi: 2021-11-22	Penelitian ini bertujuan untuk mengetahui jenis dan pengaruh otonomi belajar siswa. Penelitian ini merupakan penelitian kualitatif. Subyek penelitian ini adalah siswa kelas XI IPA 4 SMAN 1 Mempawah Hilir. Untuk memperoleh data, peneliti menggunakan metode tidak langsung dan langsung, yaitu kuesioner dan pedoman wawancara. Data yang dianalisis diperoleh dari angket dengan mengelompokkan macam-macam kemandirian belajar siswa kemudian untuk mengetahui pengaruhnya peneliti melakukan wawancara kepada 8 siswa. Hasilnya adalah buku catatan kosakata, jenis otonomi belajar yang kadang-kadang digunakan (17,9%) sedangkan yang paling sering digunakan adalah lagu-lagu bahasa Inggris (63%). Efek yang mereka rasakan adalah memperoleh kosakata baru, terbiasa dengan lingkungan yang menggunakan bahasa Inggris, meningkatkan kepercayaan diri dan kelancaran. Kesimpulannya, ada beberapa jenis pembelajaran otonomi yang sering dilakukan siswa, seperti menggunakan buku catatan kosakata dan Youtube, mendengarkan podcast bahasa Inggris, audiobook atau drama bahasa Inggris dan lagu-lagu bahasa Inggris, latihan berbicara berfokus pada kelancaran, bukan pada tata bahasa, berbicara sendiri, bermain game bahasa Inggris, dan menonton film atau program TV berbahasa Inggris. Dari otonomi belajar semacam itu, siswa dapat meningkatkan keterampilan berbicara dalam hal kosa kata dan kelancaran dan dapat menjadi rekomendasi untuk meningkatkan keterampilan berbicara. Selain itu, guru dan siswa juga harus berbagi ide untuk menemukan cara lain yang menarik dalam pembelajaran berbicara bahasa Inggris.
Kata kunci: <i>Keterampilan berbicara; Belajar Otonomi; Bahasa Inggris.</i>	

I. INTRODUCTION

To be able to communicate with people around the world, a language is required that can be used as an international language. English is an international language spoken by all countries to interact with other countries (Gunantar, 2016). In English language, there are 4 skills that important to be learned. Those 4 skills are listening, speaking, reading and writing Lorena

(2015). Among the four skills, speaking is a skill that is one of the main goals for learner to learn Putra (2017). Speaking skill become a main skill that is important to be mastered because by mastering speaking skill, people can communicate, express their ideas through the words and make interaction to others around the world Parupalli (2019), In general, English speaking skill is learned in schools. The

processes of English speaking skills in the school can be performed in some activities that make the creation of an atmosphere that brings up the use of language well and correctly Parupalli (2019). Beside in school, students can also train their speaking skill outside the school. Students can train their English speaking skill independently. They can self-determine the materials that to be learned, learning goals and their ways of learning. There are some variety of ways they can do such as utilizing internet media, taking courses or doing dialogue exercises with friends. Such learning activities are commonly referred to learning autonomy.

Learning autonomy is a learning method which students can take over the learning processes by their own and have responsibility for several decisions such as determining learning goals, defining contents and developments, choosing methods and techniques, monitoring acquisition procedures, and evaluating learned results that have been obtained Ivanovska (2014). Learning autonomy is a suitable method of learning to apply in this situations. As we know, we are in pandemic times, where the learning processes in school becomes limited even replaced with online learning systems Amalia & Sa'adah (2021). This causes students' learning time to be limited. Through learning autonomy, students can self-determine learning materials, learn and perform their learning evaluation processes independently with direction from their teachers.

The use of English in Indonesia that is still use as a foreign language makes English not particularly a priority. It is becoming a major focus of researcher to discuss about the importance of learning and improving English skills, especially in English speaking skill. English speaking skill is necessary because today the development of the ages demands us to be able to communicate using English. Learning autonomy as one of learning method and English proficiency include students' speaking skill have strong, significant, and positive relationships Myartawan (2015). Through learning autonomy in speaking skill, students can choose learning methods that fit with their advantages and manage deeper about their learning materials to improve their speaking skill Hermagustiana & Anggriyani (2019). It means, based on the discovery from previous research above that is learning autonomy has a significant relationship with English speaking skill and the constraints that students face in learning at this time,

learning autonomy being one of the effective methods of learning to apply to improve students' English speaking skill in this present day.

Through this research, researcher wants to find out what kinds of students' learning autonomy, especially in speaking skill and the effects that students feel in from their learning autonomy in English speaking skill. Similar research about learning autonomy in English speaking skill was conducted by Fidyanti et al in 2020. They did a study entitled "Autonomous EFL Learners' Ways of Practicing Speaking Skills during Pandemic of COVID 19; A Study of Engineering Fresh Graduates". The research discussed about how to maintain English speaking skill during COVID 19 outbreak. In this research, researcher focused more on kinds of students' learning autonomy and the effects of students learning autonomy in English speaking skill. Researcher hope through this research, can find out the kinds of learning autonomy that students can apply and the effects they felt in in English speaking skill.

II. METHOD

This research was conducted at SMAN 1 Mempawah Hilir. Before conducted the research, researcher made a pre-observation at SMAN 1 Mempawah Hilir about how the learning processes took place. Based on pre-observation, researcher found that during the pandemic, SMAN 1 Mempawah Hilir conducted an online learning processes and implemented learning autonomy as learning method. The research was conducted to 11th grade science 4 students of SMAN 1 Mempawah Hilir.

Researcher used purposive sampling to chose the sample class. Considerations of sample class selection are based on classes that have a high participation rate and better speaking skills value than other classes. The considerations were also helped with suggestion from English teacher at the school. To obtained data, researcher used indirect and direct method, there are questionnaire and interview guidelines. First, researcher used questionnaire sheet. This questionnaire sheet was modified from the Learner Autonomy Questionnaire adapted from Chan, Spratt, & Humphreys (2002). Researcher modified this questionnaire by incorporating research results from Fidyanti et al (2020) and Bekleyen (2016) related to any activity that students can use to improve students' abilities in English speaking skill. The questionnaire sheet

was then shared online via google form. Through the questionnaire, researcher wanted to find out the kinds of learning autonomy that students usually used in speaking skill outside the school. Second, researcher used interview guidelines. These interview guidelines are used to explore about the information they already fill inside the questionnaire about the effects from kinds of learning autonomy in speaking skill.

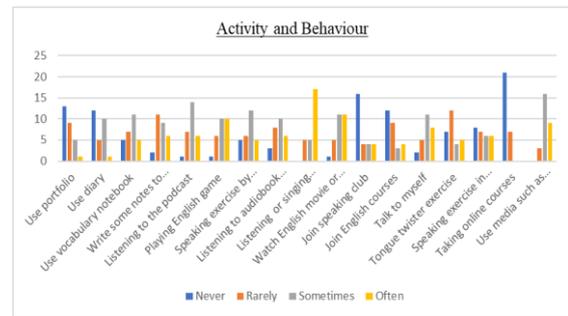
In addition to interview guidelines, researcher also used voice recorder to make it easier for researcher to transcending interview data. Both instruments used by researcher were made by theory related to the title of the research and arranged with simple sentences in order to be understood by respondents. It is already validated by the expert. Researcher also conducted try out to the instruments in different class. To analyzed the data, researcher used three simple phases for qualitative data analysis based on Ary et al (2010), there are (1) familiarizing and organizing, (2) coding and reducing, and (3) interpreting and representing.

III. FINDINGS AND DISCUSSIONS

A. FINDINGS

1) Kinds of Students' Learning Autonomy in Speaking Skill

In this section, researcher presented the data about kinds of students' learning autonomy that have been collected through questionnaire. The questionnaire used by researcher consists of 4 sessions. The first session is a responsibility, second is an ability, third is motivation and fourth is activity and behaviour. To answer question about kinds of learning autonomy of students in English speaking skill, researcher simply take data from the fourth session that is activity and behaviour. It contains about any activity or behaviour they often do outside of school to exercise their English speaking skill. This activity and behaviour is based on the results of research findings from Fidyanti et al (2020) and Bekleyen (2016). Those activities are use portfolios, use diary, use vocabulary notebook, listening to English podcast, listening to audio books or drama, watch English movie or TV program, listening or singing English song, playing games with English language, join speaking clubs, join courses, talk to myself, speaking in front of mirrors, take online courses, speaking with focuses on fluency not grammar, tongue twisters exercise and use Youtube media.



Gambar 1. Art of Activity and Behaviour

The chart above shows that data activities and behaviour they can use in learning autonomy in English speaking skill. From the few activities above, researcher took only activities that "often" and "sometimes" they used to exercise their speaking skill outside of school. It is also simultaneously answering the first research question about the kinds of students' learning autonomy in English speaking skill. After processed the questionnaire results data, it can be concluded that there are some kinds of learning autonomy that students of 11 Science 4 SMAN 1 Mempawah Hilir often or sometimes do to improve their English speaking skill, such as:

a) Vocabulary notebook

From 28 students, 39.3% or as many as 11 students said that they sometimes use vocabulary notebooks to improve their English speaking skill. 17.9% or as many as 5 students answered that they often used this kind. Meanwhile, 25% or as many as 7 students answered that they rarely and 5 students or 17.9% among of them rarely used vocabulary notebooks in their learning autonomy in English speaking skill outside of school.

b) Listening to the English podcast

For the use of English podcasts, this kinds is a kinds that students sometimes choose to practice English speaking skill outside of school. From 28 students, 50% of them or half of them sometimes chose this kind and as many as 6 students or 21.4% of them often listen to English podcasts. However, there are 7 students or 25% of them stated that they rarely use this kind and 3.6% or 1 student person never used this kind.

c) Listening audiobooks or English drama

The use of audio books and drama has also sometimes been one of kinds of their

learning autonomy in English speaking skill. From 27 students who filled the questionnaire, there were 10 students or 37% of students chose their kind in their learning autonomy in speaking skill outside of the school by listening to audiobooks or drama. A total of 6 students or 22.2% also stated that they often use this kind. Meanwhile, there are 8 students or 29.6% rarely used this kinds even 3 students or 11.1% of them never used this it.

d) Utilizing Youtube media

Using media like Youtube is a kind that students sometimes use in their learning autonomy in English speaking skill outside of school. A total of 57.1% or 16 students stated about that. As many as 9 students or 32.1% also stated that they often used Youtube. Meanwhile, as many as 10.7% or 3 students rarely used it.

e) Speaking exercise focuses on fluency, not focusing on grammar

For speaking exercise focuses on fluency, not focusing on grammar is also sometimes chose by students in their learning autonomy in English speaking skill. From 28 students who filled the questionnaire, 12 students or 42.9% of students stated that they sometimes implemented this kind. 5 students or 17.9% of them also stated that they often used it. Meanwhile, 21.4% or as many as 6 students rarely used this kind, even 5 students or 17.9% of them never increase their speaking skill using it.

f) Talking to myself

From the 26 students who filled the questionnaire, 42.3% of students or as many as 11 students stated that practice by talking to themselves became one of the kind they sometimes used in their learning autonomy in speaking skill. Even, 30.8% or as many as student stated that they often use this kind to improve their speaking skill outside the school. However, 19.2% or as many as 5 students stated that they rarely used this kind and 2 students or 7.7% of respondents never used this kind to improve their speaking skill outside of school.

g) Playing game using English language

Playing games using English language to improve English speaking skill is one of

kind that students sometimes or often use. This is evidenced by the data shown from questionnaires that as many as 10 students from 27 students who filled the questionnaire, fill that they sometimes use it. Another 10 students also often use this kind. If presented use percentage, from 27 students, 37% of students stated sometimes and often played games to improve their English speaking skill. However, 6 students or 22.2% of respondents rarely used this kind, even 3.7% or as many as 1 students never playing English language games to improve the speaking skill.

h) Watching English language movie or English TV programs

Based on the results of questionnaire, the English-language Television Program or English movie also become one of the kind sometimes and often used by students in their learning autonomy in English speaking skill. Of the 28 students who fill out the questionnaire, as many as 11 students or 39.3% of students state that they sometimes and often use it. Meanwhile, 17.9% or as many as 5 students rarely used this kind and 3.6% or 1 student never watching English movie or TV Programs to improve speaking skill outside the school.

i) Listening or singing English song

Listening and singing English songs becomes the kind that students most often use in their learning autonomy in English speaking skill out of school. This is shown with the questionnaire results that stated as many as 17 students or 63% of students from 27 students who fill the questionnaire stated that they often use it. 18.5% or 5 students also stated that they sometimes used and no student has never used this kind. However, as many as 5 students or 18.5% of respondents stated that they rarely use it.

From the above descriptions, there are 9 kinds of learning autonomy that sometimes or often used by 11th grade science 4 students of SMAN 1 Mempawah Hilir in English speaking skill. Those kinds of learning autonomy are using vocabulary notebooks, listening to the English podcasts, listening audiobooks or English-language dramas, the utilization of Youtube media, speaking exercise focuses on

fluency, not focusing on grammar, talking to myself, playing English language games, watching English language movie or English TV programs, and listening or singing English-language songs.

2) The Effects of Students' Learning Autonomy in English Speaking Skill

Researcher find out the effects of learning autonomy of students in their speaking skill through the interview session. The interview guidelines consists of 8 items of question. Interview were conducted to 9 students who each chose the kinds of learning autonomy that they sometimes and often used in improving their speaking skill. From the interview results, from those kinds of learning autonomy in speaking skill, there are some effects they felt in the development of their English speaking skill. Those effects are become more used when listening to conversations that used English so can understood the meaning of those conversations, gain new vocabulary that could be used to speak and can figured out the place of their mistakes when talking using English and they could correct those errors.

B. DISCUSSIONS

There are some kinds of learning autonomy that students often or sometimes do in English speaking skill. Those kinds are use of vocabulary notebooks, listening to the English podcasts, listening audiobooks or English-language dramas, the utilization of Youtube media, speaking exercise focuses on fluency, not focusing on grammar, talking to myself, playing English language games, watching English language movie or English TV programs, and listening or singing English-language songs. Those kinds of ways that students used in their learning autonomy in English speaking skill were in line with the results of previous study conducted by Fidyanti et al (2020) about "Autonomous EFL Learners' Ways of Practicing Speaking Skills during Pandemic of COVID 19; A Study of Engineering Fresh Graduates". The research results from Fidyanti et al (2020) stated that there are several kinds of learning autonomy that can be used by students to improve their speaking skills outside of the classroom, such as talk to myself, speaking with focussing on fluency not grammar and sing English songs. From this study, researcher found several

other kinds of learning autonomy that students could use, such as use of vocabulary notebooks, listening to the English podcasts, listening audiobooks or English-language dramas, the utilization of Youtube media, playing English language games, and watching English language movie or English TV programs.

From some of kinds of learning autonomy earned from questionnaire results, the use of vocabulary notebooks became the least-used kind of learning autonomy that used by 11 grades students of science 4 SMAN 1 Mempawah Hilir to exercise their speaking skill outside of school. Of the 28 students, a total of 16 students implemented this kind with details of 11 (39.3%) students stated sometimes and 5 (17.9) students stated often. Whereas, the use of vocabulary notebooks is one of effective kind of way to support learning autonomy processes. It is also already revealed by Husein (2014) in his research. Through this kind, students can also get new vocabulary to apply into speaking activities. Research conducted by Khan et al in 2018, revealed that there is a strong correlation between speaking skill and vocabulary knowledge. Vocabulary development is a key indicator of the development of all four language learning skills, including speaking skill (Khan et al, 2018).

The kinds of learning autonomy most commonly used by 11 grades students of science 4 SMAN 1 Mempawah Hilir is listening and singing English songs. Of the 27 students who filled the questionnaire, a total of 22 students with details 5 (18.5%) students stated sometimes and 17 (63%) students stated often applying this kind in their speaking exercises outside of school. This is in line with the research results from Bekleyen (2016). His research revealed that listening to English songs is one of the kind of way students often do in their autonomous learning outside of school. The same results were also revealed from research conducted by Fidyanti et al (2020). The results of her research revealed that listening and singing English songs can be the first choice to practice English speaking skill, because the way is easy to perform and those songs are available across the media both audios and videos. Through English songs, students can increase their confidence in uttering English

words Fidyanti et al (2020). Other research conducted by Wahyuni et al (2018) also revealed that through English songs, students are easier to talk and convey their ideas when communicating. It means, the use of English songs can improve speaking skill.

Meanwhile, based on interview results from some sources that using those kinds in learning autonomy in English speaking skill, there are some effects they felt in the development of their speaking skill. Those effects can be felt because they use the kinds of ways that they are happy in the learning processes. It can engender both a sense of pleasure and joyful in the learning processes of speaking skill. Joyful can bring positive experiences and outcomes, such as enthusiasm in learning, feelings of challenge, cooperation, and success Hernik & Jaworska (2018). Through their kinds of learning autonomy, it can increasing of new vocabulary mastery. It can be applied into speaking activities. Vocabulary mastery plays an important role in speech skill so that students' speech skill are strongly influenced by their mastery of vocabulary Muliad (2018). It means, the increasing of new vocabulary effect has a profound impact on improving speaking skill. From activities that involving listening skill, such as listening to audiobooks or dramas, English-language podcasts or English-language songs, students can be familiar and understand when people communicating by using English. There is strong positive relation between listening and speaking Snoubar (2017). The more often they listen English language, they will become familiar with it. The other effects that students felt is they can also figure out the lay of mistakes in speaking English and can correct the mistakes usually made in speaking English. It would make easier, freely and confident to communicate using English. This processes of correcting errors they often make when speaking English is particularly useful for improving their abilities in the learning processes, particularly in the speaking skill Putra & Salikin (2020). In conclusion, there are some effects they felt when applying learning autonomy in speaking skill when outside of school such as gaining a new vocabulary, becoming familiar with the environments that communicate using English, increasing fluency in speaking and knowing their mistakes when speaking.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From the data that the researcher has obtained, it can be concluded that there are some kind of ways that students often or sometimes do in learning autonomy in English speaking skill, such as by using vocabulary notebooks, listening to the English podcasts, listening audiobooks or English-language dramas, the utilization of Youtube media, speaking exercise focuses on fluency, not focusing on grammar, talking to myself, playing English language games, watching English language movie or English TV programs, and listening or singing English-language songs. From those kinds, the least used by students is use vocabulary notebooks and the most widely used by students are listening and singing English songs.

Through those kinds, many effects on mastery of speaking skill are perceived by students. The effects they feel is the increasing repertory of new vocabulary that can be apply to speak, can familiarize themselves with environments that use English to communicate, can realize their mistakes in speaking and correct it, and last, can increase the fluency of speaking English.

B. Suggestion

From the results of this study, researcher suggested teachers and students that to improve English speaking skill could not only be done just in school, but students could also improve their speaking skill by applying learning autonomy outside of school. Inside the application of learning autonomy to improve students' speaking skill, teacher roles are still desperately needed to help students find suitable activities applied outside of school to help students' speaking exercises. Based on the results of the study, there are kinds students can applied within their learning autonomy outside of school to improve English speaking skill. But, teachers are also expected to bring up other kind of ways that can be used to improve students' speaking skill, not only in school but also outside school.

Besides the role of teachers, the student roles is also important. Students should be able to choose the right way in learning autonomy to be able to improve their speaking skill and increase their motivation to learn more and more. The application of the

proper kinds of learning and according to student interest will also positively impact the development of students' speaking skill.

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