PROMOTING LEARNER AUTONOMY: TEACHERS, APPLICATION IN MANAGING CLASS (A STUDY AT SMA ADABIAH, PADANG)

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Abstract
This study aims to look how the teachers applied the strategies used to promote learner autonomy in the classroom. The research design was descriptive using qualitative approach. Source of the data from this study is an English teacher in high school Adabiah Padang totaling three teachers. In collecting the data, the researcher used observation checklist, field note and video recorder. When observed by using a checklist and field notes, researchers looked at all the activities of teachers and checklist based on indicators of the strategies to promote learner autonomy in the classroom. Observations were also supported with video recording in order to help the researcher in the data process. There are six indicators used in this study, namely learner goals, focusing on student's independence from the teacher, providing opportunities for the students to learn from each other, learner strategy, providing opportunities for self-peer correction and reflection on learning. After analyzing or data process obtained from the use of such instruments, the researcher found that only two of the six indicators are often used by two the teachers from the three teachers that observed were providing opportunities from the student's to learn from each other and providing self-peer opportunities for correction. The percentage of promoting learner autonomy: teachers' application in managing class at SMA Adabiah Padang, for teacher A is low level (33,3%), for teacher B is low level (33,3%) and for teacher C is very low (16,6%).

Keywords: Learner Autonomy, Managing Class.

INTRODUCTION
Indonesia has implemented the 2013 curriculum that the students actively in the learning process, and the teacher as a mentor. The students are required to be more active to make the students more responsible for their own learning, be able to express their opinions, discuss with their friends or groups, to participate in any activities in the classroom during the learning process. But the reality in the class, the students are lazy to learn English because the students do not know to what learning goals.

In the discussion process, not many students are able to give the opinion during the learning process, because they do not pay attention to the teacher.
during the teacher explains the lesson, there is talking with a friend and muse. In reality in the classroom, learning is still centered on the teacher. The teachers who lecture describe learning materials to the students. The students simply hear and receive learning without giving feedback to the teachers. When the teachers explain the learning, only a few students who pay attention to the teacher, some students do other activities.

Therefore, the students are not able to give feedback on what has been described by the teachers. For example, when the teacher asked the students, many students cannot answer these questions because they do not listen when the teacher explains lessons. Then, the teachers giving task to the students such as providing textbooks, and ask one of students to take note on the board, then leave the task to the students.

In the groups discussion, mostly the students who talking to each other, only to rely on one friend who is clever in those groups. Furthermore, in classroom management is still regulated by the teacher without student participation, such as creating a group for the students, using media in the learning process. Instead, the teacher asks the students opinion in the using media in the learning process, the students may be bored with the media-that are used by the teachers. To making discussion group to the students, the teacher should ask the opinion the students to making a group, so that the students do not feel forced in the group. If in the group, there are students who are not in accordance with his friend, then the students do not want to join discussions in group activities and ultimately rely on friends only.

Learner autonomy is important in English learning, because to make the students can increase the willingness of the students to learn English, can determine what methods will be used in learning. According to Little (2001 p.29-38), learner autonomy is generally associated with long-term success because it enables learners to apply the school knowledge and skills to situations in the outside world. It means that, learner autonomy is very important to apply in the schools to make more skilled for the students in learning English, so that science has been able to learn English in the school, can be applied by the students inside
or outside the school, for example: outside schools, to share knowledge with others, and improve a learning to better.

According to Benson (2001, p.1) “autonomous learning is more effective than non-autonomous learning, and naturally development of autonomy implies better language learning”. It means that learner autonomy is more effective in the learning process, because it makes students more responsible for learning, making students more active in learning, students’ creativity can be developed in the learning process in order to create a better learning process.

Learner autonomy can promote in classroom to the students, there are some expert explain about promoting learner autonomy. According to Cotterall (2000), there are five principles for promoting learner autonomy; First, Learner goals, in a course which tries to promote language learners' autonomy, time is devoted to raising learners' awareness of ways of identifying goals, specifying objectives, identifying resources and strategies needed to achieve goals, and measuring progress. Decisions about language, texts, tasks, and strategies to focus on during the course are made in relation to the stated goals of the learners.

Second, the language learning process, language learners should be aware of the language learning process since only in that case they would be able to manage their own learning process. Third, tasks could be communicative real world tasks or they can be a practice for real world tasks. This means that the tasks in which the course provides preparation, practice, and feedback should be those in which the learner will participate in the future.

Fourth, learner strategies, learner autonomy are based on the concept of choice. This principle states that there is a choice of strategic behavior for language learners and it is up to the learners themselves to decide which strategy would be more useful. Last, reflection on learning is thus an integral part of the process of exercising autonomy, yet for most learners it does not come naturally and needs to be developed. Strategy or learner training programmers, either embedded in the materials or as stand-alone elements, can be effective. Then, according to Najmeh (2014), five strategies for promoting learner autonomy; First, focusing on the students’ independence from the teacher. This was achieved
by implementing strategies such as use of student-made material, asking the students to teach the new lesson or describe the previously taught lesson to their classmates, requiring them to ask their classmates some questions when she/he came to the board, letting them find the answer of their own questions, etc. Second, giving choice to the students. Autonomy promoting strategy implemented by the observed teachers was providing opportunities in which the students had a choice in the topic of discussion, order of teaching, etc. Third, providing opportunities for the students to learn from each other. Some teachers urged the students to learn from each other by asking them to present the new lesson to their classmates. As autonomous learners do not consider the teacher as the sole source of knowledge, these strategies were regarded as a step for the learners towards taking responsibility of their own learning. Pair and group work is one of the important characteristics of an autonomous language classroom due the fact that while practicing collaboration with the classmates, learners become independent.

Fourth, providing opportunities for self/peer evaluation. Many of teacher’s successfully managed the time they had to encourage self/peer evaluation. Here, instead of directly correcting the students when they made a mistake, they shifted the responsibility of error correction or evaluation to the students. They motivated the students to be careful in the class and mention the errors of their classmates and correct them. Last, setting out of class activities, one of the characteristics of autonomous learner is that their learning is not confined to the classroom context. Based on the both theories last above, it is means that there are five principle to promote learner autonomy 1) learner goals, 2) the language learning process, 3) tasks, 4) learner strategies, 5) reflection on learning. And there are five strategy to promote learner autonomy: 1) focusing on student’s independence from the teacher, 2) giving students choice, 3) providing opportunities for the students to learn from each other, 4) providing opportunities for self/peer evaluation, 5) setting out of class activities. It can be explained that to see and know how to promote learner autonomy, teacher is an essential part of their students to create learner autonomy learner to promote learner autonomy. In this research, the researcher will combined these both theories to find out how teacher at SMA
Adabiah Padang to promote their students to be learner autonomy. There were six indicators, three indicators from Cotterall (2000) and three indicators from Najmeeh (2014). From Cotteral (2000); 1) learner goals, 2) learner strategy, 3) reflection on learning and Najmeeh (2014); 1) focusing on student’s independence from the teacher, 2) providing opportunities for the students to learn from each other, 3) providing opportunities for self/peer evaluation. The researcher took these indicators and then combined them because of these theories for some indicators there was acceptable based on the location of the research (the school situation and condition).

METHODS

The design of this research was descriptive research, because the researcher tries to analyzed promoting learner autonomy (teachers’ application in managing class at SMA Adabiah 1 Padang). According to Lufry (2005: 56) who defines that descriptive research describe about certain of incident in fact without manipulation the incident. It means that descriptive research is a research that is use for collecting and analyzing the data to find answer of research question. The researcher chooses descriptive research because the researcher described promoting learner autonomy (teachers’ application in managing class at SMA Adabiah 1 Padang).

Participants were important aspect in the research, without participants how could the research and also how get the data. To get the data the researcher has to considered the appropriate participants. In this research, the researcher used purposive sampling. According to Gay and Airasian (2000:281), in selecting research participant, the participant should be (1) able to provide the information and (2) willing to provide it to the researcher. Based on the criteria of participant above, the researcher chooses three English teachers who teach at SMA Adabiah 1 Padang. In this research, the researcher used the instrument as tool to collect the data. Obviously, there were some instruments that could be used. According to Gay and Airasian (2000:275), descriptive used the instruments of questionnaire, survey, interview or observation to gather data. In this research, the researcher
chooses observation checklist, field note, and video recording to collect the data. After collects the data, the researcher analyzed the data based on observation checklist, video recording and field notes. According to Gay and Airasian (2000:241), there are four steps for analyzing qualitative data; reading/memoing, describing, classifying, and interpreting. First, the researcher read the data from observation checklist, video recording, and field note. In this observation checklist, video record and field note, the researcher listened and watched the video that researcher got in observation until researcher understand and organized the data after watched and listened. Then, examining the data in depth to provided detail description of setting, participants, and activities. In this stage, the researcher described promoting learner autonomy: (teachers’ application in managing class). Next, the researcher classifies the data based on video recording that have done. In this stage, the researcher interpreted promoting learner autonomy (teachers’ application in managing class). To analyze the data from observation checklist, the researcher used the formula of Arikunto (1996: 240) to calculated the percentage of promoting learner autonomy: teachers’ application in managing class on observation checklist. To get the percentage of promoting learner autonomy: teachers’ application in managing class at SMA Adabiah Padang, the researcher used the classification that was modified by (Riduwan, 2010: 89).

**Table 1. Scale**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>81% - 100%</td>
<td>Very high</td>
</tr>
<tr>
<td>61% - 80%</td>
<td>High</td>
</tr>
<tr>
<td>41% - 60%</td>
<td>Medium</td>
</tr>
<tr>
<td>21% - 40%</td>
<td>Low</td>
</tr>
<tr>
<td>0% - 20%</td>
<td>Very low</td>
</tr>
</tbody>
</table>

**FINDING AND DISCUSSION**

The result of this research, the researcher found that the teachers was applicated learner autonomy in managing class at SMA Adabiah Padang. There are learner goals, focusing on student’s independence from the teacher, providing
opportunities for the students to learn from each other, learner strategy, providing opportunities for self/peer correction and reflection on learning. For the Teacher A the researcher found that when observation, for the first indicator the teacher A not used learner goals in English learning process. Second, the teacher A was not used focusing on student’s independence from the teacher. Third, the teacher A used providing opportunities for the students to learn from each other. Fourth, the teacher A did not use learner strategy in English learning process. Fifth, the teacher A used providing opportunities for self/peer correction in English learning process. Sixth, the teacher A did not use reflection on learning process. The teacher focused on gives the student homework. For the teacher A, the percentages of promotes learner autonomy: teachers’ application in managing class is low level or (33, 3%).

For the teacher B the researcher found that when observation, for the first indicator the teacher B not used learner goals in English learning process. Second, the teacher B not used focusing on student’s independence from the teacher. Third, the teacher B used providing opportunities for the students to learn from each other. Fourth, the teacher B did not use learner strategy in English learning process. Fifth, the teacher B used providing opportunities for self/peer correction in English learning process. Sixth, the teacher B did not use reflection on learning process. The teacher focused on gives the student homework. For the teacher B, the percentages of promotes learner autonomy: teachers’ application in managing class is low level or (33, 3%).

For the teacher C the researcher found that when observation, for the first indicator the teacher C did not use learner goals in English learning process. Second, the teacher C did not use focusing on student’s independence from the teacher. Third, the teacher C used providing opportunities for the students to learn from each other. Fourth, the teacher C did not use learner strategy in English learning process. Fifth, the teacher C did not use the providing opportunities for self/peer correction in English learning process. Sixth, the teacher C did not use reflection on learning process. The teacher focused on gives the student
homework. For the teacher C, the percentages of promotes learner autonomy: teachers’ application in managing class is very low level or (16, 6%).

CONCLUSION

In this part, the researcher will give the conclusion of this research. Based on the research findings, the researcher formulated the conclusion into the result of observation checklist shows that were how are the teacher to promote learner autonomy: teachers’ application in managing class at SMA Adabiah Padang were providing opportunities from the student’s to learn from each other and providing opportunities for self/peer correction. Based on the analyzed of the data, the researcher found that not all the English teachers used all of strategies to promote learner autonomy (teachers’ application in managing class) when teaching English. From three teachers that observed, two of the teachers used two strategies to promote learner autonomy in the class. Moreover, the other teacher was did not use all of this strategies. The percentages of promote learner autonomy: teachers’ application in managing class for the teacher A is low level (33,3%), for the teacher B is low level (33,3%) and the teacher C is very low (16,6%). To promote learner autonomy, the teacher can use this six strategies to make the students independent. First, to learner goals, the teacher can promote language learners’ autonomy, specifying objectives for the students, identifying resources and strategies needed to achieve goals learning process. Second, to focusing on student’s independence from the teacher, the teacher can use student made-material to make the students more active in the class. Then, the teacher give brainstorming when will begin the new lesson, so the students can give the opinion about material. Third, to providing opportunities for the students to learn from each other, the teacher can make the students in group practice the lesson together, so that the students can interaction with their friends and give opinion.

Fourth, to learner strategies, the teacher can select and implement appropriate learning strategies to the students, so the students can active in learning process and make the student’s independent learning. Fifth, providing opportunities for self/peer correction, when the students make a mistake, the
teacher corrects it. Sixth, to reflection on learning, when the learning English process finished, the teacher can give opportunity to students reflects their activity at the last and the teacher asks students’ feeling after learning teaching process, such as do you understand about the material? Are you happy English learning?

REFERENCES


