STRATEGIES IN FOSTERING STUDENT’S AUTONOMY AT THE FIRST YEAR IN SMK SAHID SURAKARTA

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RESEARCH PAPER

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SUMMARY

This research aims to describe the strategies implemented by the teacher of SMK Sahid Surakarta in fostering student’s autonomy in the first year. The result of this study hopefully will give contribution to English teachers especially in fostering student’s autonomy. This research studies the strategies in fostering student’s autonomy in students of SMK Sahid Surakarta at 1H3. The type of this research is micro ethnography research which aims at describing and writes the habit or acts the people in one place. The subjects of this research are the students and the teachers of SMK Sahid Surakarta. The methods of collecting data are interviewing, observing, and documentation. The data are taken from the subjects of the research analyzing.

The result of this research shows that the teacher of SMK Sahid Surakarta used almost all of strategies in fostering student’s autonomy proposed by Cotterall and Chan. The result are the English teacher in SMK Sahid Surakarta implemented some strategies to make the students autonomous namely distributing different topic for each student, questioning and answering, giving tasks and exercises, finding the material for the next meeting, grouping, checking materials, class dialogue. The second is problem faced by the teacher. Second, there are six problems faced by the teacher in the class: student’s dependence, difficulties on the materials, student’s unconfidence, difficulties to handle the student, difficulties in explaining the material, and indiscipline the student. The last is the strengths and weaknesses of those strategies in fostering student’s autonomy. In general the strengths and weaknesses of those strategies are: the strengths are the student has brave and willing to show their own idea in front of class, then the student has willing to revise the material which not correct. The weaknesses are some of the students feel nervous and passive in the class.

Key Words: strategies, autonomy, foster.

I. INTRODUCTION

In this globalization era, autonomy is an important thing for every country, that is, someone who can do anything independently, without somebody’s help. Autonomy should be equipped to students in studying English in all countries. The student’s autonomy is about how the student can study independently. The students take decisions and choices by their own. The autonomous learner did not spend the time for waiting the teacher in teaching learning process. Equipping autonomy gives many benefits for the student in the
future. One of the benefits of the autonomy for the student is making the student independent in education. The autonomous learner has skill to make decision without somebody’s help. According to Little (1991: 4) “learners, autonomous learners are expected to assume greater responsibility for, and take charge of their own learning”. On the other word, autonomy here is reflecting the student to be independent in study. In the class a student should be autonomous learner. Autonomy or independent student is how meet their necessity to learn independently.

According to Scharle and Szabo (2000:7-8) there are some factors which can develop the student’s autonomy. The first is motivation and self-confidence. Motivation from family or teacher is become an important thing to the students to develop the independently on the study. The teacher and family or parent should gives motivation or support to make the student become confident. Self-confidence helps the student to be autonomous learners. The second is learning strategies. Learning strategies refers to the strategy used by the teacher to present the material in the class, to made the student study independently. The teacher should be creative to present the materials to be easily understood. The other factor is sharing information with the learners. This factor is interesting one for the students to apply at the class, because the students get attention from the teacher. Those factors are effective to make the students interested in English class.

II. REVIEW OF RELATED LITERATURE

1. Notion of Student’s Autonomy

Student’s autonomy is one of the kind of student’s study independently. For a definition of autonomy, there is a quotation of Holec (1981: 3, cited in Benson & Voller, 1997: 1) who describes it as the ability to take charge of one's learning. On a general note, the term autonomy has come to be used in at least five ways (see Benson & Voller, 1997: 2):

a. For situations in which learners study entirely on their own;
b. For a set of skills which can be learned and applied in self-directed learning;
c. For an inborn capacity which is suppressed by institutional education;
d. For the exercise of learners' responsibility for their own learning;
e. For the right of learners to determine the direction of their own learning.
2. Strategies in Fostering Student’s Autonomy

Sara Cotterall said in her article about *Developing A Course Strategy for Learner Autonomy*, there are some strategies which can be implemented as follows:

a. Learner/teacher dialogue  
b. Learning a language study theme  
c. Classroom tasks and materials  
d. Student record booklet  
e. Self-access centre

3. Principles of Teaching Autonomy

Principles in teaching learning process, especially in teaching autonomy is how the teacher can concludes the principles of an autonomy from the student and teacher when teaching learning process. According to Fenner and Newby (2006: 27), there are some principles in teaching autonomy as follows:

a. Learners gradually take more responsibility for planning their work: selecting materials, deciding on tasks, and evaluating works.  
b. The use of portfolios.  
c. Student teachers plan their own professional development.  
d. Targeted inclusion of learning ideas to raise awareness.  
e. Consideration of different types of learners.  
f. Learner autonomy entail raising awareness of one’s learning strategies.  
g. Freedom of choice of topics, contents, assessment, and self-assessment.  
h. Reflection on learning.  
i. Learners given responsibility for their own learning and personal growth.  
j. Learner autonomy involves a new dimension in teacher-student roles.  
k. The teacher’s role is to guide learners and mediate contents, tasks and approaches.

4. Benefit of Fostering Student’s Autonomy

In the study of student’s autonomy, there are many benefits for the student in the real life. The example is to manage their own life without somebody help. The student cans differentiate between what is valuable and worth doing in their own life. According Mohanty learner autonomy is important. She said that:

“Forover learners become more active and efficient in their language learning is they don’t have to spend time waiting
for the teacher to provide them with the resources or solve their problem. A very obvious reason for promoting learner autonomy is that teacher may not always be available to guide or instruct. Hence learners need to be both self-motivated and self-independent.”

5. Common Problems Faced by the Teacher in Fostering Student’s Autonomy

In the study of fostering student’s autonomy, some problems can also face by the teacher in the class. The problem can be from the students and the teacher. According to Reinders and Balcikanli (2011), in their journal they said that “There are two aspects (problems) face to this, one has to do with the teacher’s own autonomy, and the other with a set of teaching skills relevant for developing autonomy”. In the other word the first aspect is the autonomy of the teacher. It is mean the teacher has an ability to make a decision and improve their own teaching. The second aspect is the autonomy of the student to study independently.

III. RESEARCH METHOD

1. Type of the Study

Type of the study in this research paper is micro ethnography. Ethnography literary means how the researcher describes and writes the habit or act the people in one place. According to Fauziati (2009: 251), “ethnography research is often regarded as a naturalistic research in the sense that this research is conducted through observation “in the natural on going environment where people live and work” (Schatzman and Strauss in Brown and Gonzo, 1995)”.

2. Object and Subject of the Study

Object of the study of this research is the strategies that implemented by the teacher in fostering student’s autonomy. Subject of the study of this research is the teacher of SMK SAHID of Surakarta and also the student of SMK SAHID of Surakarta of the 2011/2012 academic years at the first class.

3. Data and Data Source

The data of this research is observation and interview. Observation and interview that are taken from event, informant and document.
4. Method of Collecting Data

The method of data collecting in this research are documentation, interview, and observation in the class while teaching learning process.

5. Technique for Analyzing Data

In this research paper, the researcher use micro ethnography. The researcher describe the student’s habitation in the class when teaching English process. Technique analysing data of this research consist of three steps, there are data reduction, display, and conclusion (Moleong in Sukardi, 2006:72).

IV. A. RESEARCH FINDING

1. Strategies Implemented by the Teacher in Fostering Student’s Autonomy

a. Distributing different topic for each student

In this strategy, the teacher gives one topic for one student. So each learner has different topic to be discussed. In this case, the teacher asked the students to share their own topic in front of class. The teacher asked the learners to explore issues of their own topic. If the learners found some difficulties, the learners can discuss the difficulties of the issues or topic with the teacher in the class.

b. Questioning and answering

The goal of giving question and answer is to evaluate or to test the student about the materials. In this strategy, the teacher presents some questions to the students in the class. After the teacher presents the materials, the teacher gives some questions directly to the student. This strategy was used to check the students’ understanding of the material.

c. Giving tasks and exercises

The teacher designed some exercises or tasks which where the learners can practice it in the real situation. All materials used in tasks or materials language program are developed by the teacher virtually. Learners are motivated to use the dialogue with the teacher to explore the purpose and relevance of tasks. It made the teacher can choose the best material that is suitable for the students. In the class 1H3, when the teacher gave the exercises or materials, the teacher divided the class into 2 sections. Each section is divided into 12-13 students. This method minimalized the noise. Not all of the students can do the material independently. But most of the students do the task with their own skill.

d. Finding the material for the next meeting

Internet is popular in this era. In this strategy, the teacher used
internet as the media to search the materials for the next meeting beside hand out or book. The teacher made the student used the internet to learn. In this strategy, the teacher asked the student to read and study the material before. The student made a list of difficulties words and in the meeting the students can discuss it with the teacher.
e. Grouping
In this strategy, the teacher asked the students to make a small group during the teaching learning process. Each group is divided into 4 until 5 students. Each group has different topic. Each group discusses their own topic, and then one of the members came in front of class to present the material of their topic. The other group gave the question for that group. In this case, the teacher did not help the group who gets question. There is a group that cannot answer the question, they can discuss it in the end of the meeting.
f. Checking materials
Before teaching learning process begin or before the teacher explained the topic, the teacher asked the student to prepare the materials from book or hand out. The teacher asked the students to open the book or hand out about the material that day. The teacher came to the student who did not give attention on the class and material. This strategy can make the student focus on the materials. In teaching learning process the teacher also went round the class and checked the students one by one. The teacher asked the difficulties which are found by the students. It is also can make the students focuses on the material. This method is needed because some of the students did not focus in material and prefer to discuss about anything else with the other students. It disturbed other student in the class.
g. Class dialogue
In this case, the student made a dialogue with the teacher which related with the material. The teacher gave a topic to the student, then explained the topic and answered the questions or difficulties that are faced by the student. The students did interview with the teacher or with the other student in the class about an topic. The goal of this strategy is to make the student to be active and can solve their own problem. Besides, the student can also discuss each other about the material.

2. The Problems Faced by the Teacher in Fostering Student’s Autonomy
a. Student’s dependence
Student’s dependence is the student who can’t study independently without somebody’s help. In this case, the student always needs other’s help to study. The students had no confident about their self. By
implementing some strategies in fostering the student’s autonomy, the teacher also faced this problem. The researcher found that the student were able to overcome their dependence while studying.

b. Difficulties on the material

Usually most of the students always get difficulties with the material. In this case the teacher checked one by one the students’ understanding about the material. The teacher found some students who did not understand about the materials. Then, the teacher gave more explanation to the student. It is done by rounding the class and gave explanation to the student who had not get understanding yet. This method was affective for the students.

c. Student’s unconfidence

Usually most of the students have no confidence to show their idea in front of the class. Most of the students did not believe in their own on skill and ability. Usually the student more believes on the other friend’s idea than their own idea. Self-confidence is one of an important thing in the study of student’s autonomy. Self-confidence helps the student to be autonomous learners. If the students had self-confident, the students had a willingness to be independent in the study.

d. Difficulties to handle the student

The teacher’s difficulties are about the difficulties of the teacher which found by the teacher in the class while teaching learning process. The teacher should handle the situation of the student in the class to make the teaching learning process success. By the observation, the researcher found that the teacher can handle the entire student in the class when the student can study independently.

e. Difficulties in explaining the materials

The teacher’s difficulties in explaining the materials are the difficulties of the teacher in the class when presented the materials. These difficulties because of some aspects. The example is the different characters of the students and situation of the class. The goal of teaching learning process is the teaching learning that can be affective and success. The teacher’s difficulty which is faced in teaching learning process is the differences characteristic of each student. The differences characteristic of the student made the teacher get difficulties in presenting the material.

f. Indiscipline the student

The most problem for the teacher in a class is how to handle the student. Because indiscipline of the students is always happen, it is become a hard job for every teacher in school. However when handle the
students, the teacher should know the characteristic of the students. The teacher cannot pressure the student to make them discipline. Sometimes the students’ indiscipline happened, because they want to get an attention from others.

3. Strengths and Weaknesses of the Strategies in Fostering Student’s Autonomy.

In general the strengths and weaknesses of those strategies are: the strengths are the student has brave and willing to show their own idea in front of class, then the student has willing to revise the material which not correct. The weaknesses are some of the students feel nervous and passive in the class.

B. Discussion

Based on the research findings above, the researcher want to discuss these research findings. In this research, the researcher summarized some research findings. The first is the strategies implemented by the teacher in fostering student’s autonomy in English class at SMK Sahid Surakarta in 1H3. Second is the problems faced by the teacher in fostering student’s autonomy of class 1H3. The last is the strengths and weaknesses of those strategies in fostering student’s autonomy.

Based on the research findings, the researcher concludes that, there are many strategies to foster student’s autonomy. The strategies which were found are 1) distributing difference topic for each student, 2) questioning and answering, 3) giving tasks and exercises, 4) finding the material for the next meeting, 5) grouping, 6) checking materials, 7) class dialogue. According to Cotterall (1994), there are five strategies implemented by the teacher in teaching learning process: learners/teacher dialogue, learning a language study theme, classroom tasks and materials, student record booklet, and self-access centre.

Based on the strategies implemented by English teacher in fostering student autonomy, the researcher found some problems faced by the teacher in the class while teaching learning process. The problems faced in the class are 1) students’ dependence, 2) difficulties on the material, 3) student’s unconfidence, 4) the difficulties to handle the student, 5) difficulties in explaining the materials, and the last 6) indiscipline of the student. According to Reinders and Balcikanli (2011), in their journal they said that “There are two aspects (problems) face to this, one has to do with the teacher’s own autonomy, and the other with a set of teaching skills relevant for developing autonomy”. Then, according to Cotterall and Crabbe (2008),
there are five problems in fostering student autonomy: remembering, hearing, writing, speaking, and feedback. The last the researcher discusses the strengths and weaknesses of those strategies in fostering student’s autonomy. In implementing those strategies in fostering student’s autonomy in class 1H3, the researcher found some strength and the weaknesses.

In this research paper, the researcher encloses two differences previous researches. Two previous research findings that become the orientation of this research. The first research was done by Hayo Reinders and Cem Balcikanli (2011), entitled “Learning to Foster Autonomy: The Role of Teacher Education Materials”. The second research by Sara Cotterall (1994) “Developing a Course Strategy for Learner Autonomy”.

V. A. Conclusion

After describing and analysing learning strategies in fostering student’s autonomy at SMK Sahid Surakarta, the researcher concludes the strategies used by English teacher to fostering the student’s autonomy. The researcher described three main strategies implemented by the English teacher in fostering student autonomy, the problem faced by the teacher in the class, and the last is the strengths and weaknesses of those strategies in fostering student’s autonomy. First, the strategies implemented by the English teacher in fostering student’s autonomy in class 1H3. There are (1) distributing difference topic for each student, (2) questioning and answering, (3) giving tasks and exercises, (4) finding the material for the next meeting, (5) grouping, (6) checking materials, (7) class dialogue. In each of the strategies the researcher found some student’s responses.

Second, the researcher concludes the problems faced by the English teacher in English class. The teacher faced some problems in the class, namely are (1) student’s dependence, (2) difficulties on the material, (3) student’s unconfidence, (4) difficulties to handle the student, (5) difficulties in explaining the materials, and the last (6) indiscipline of the student. The researcher elaborated all of the problems faced which found in the class. Third, the researcher concludes the strengths and weaknesses of those strategies in fostering student’s autonomy. The strengths are the good responses of the student in the class. The weaknesses are the bad responses of the student in the class.
C. SUGGESTION

1. To the teacher
   a. The teacher who wants make the student study independently, should be autonomous teacher. Because it is will difficult to make the student be independent or autonomous if the teacher is not autonomous.
   b. The teacher should give motivation or stimulus to the student be active in the class.
   c. The teacher must understand well the characteristic of each student in the class.
   d. The teacher just be a facilitator and always give motivation to the student to do the job or task with their own skill or ability.
   e. The teacher had to control all of the student in the class.
   f. The teacher should be creative to make the student interested in English class and the student can study independently.

2. To the students
   a. The student should have willing to show their own idea.
   b. The student should have a brave to take a risk.
   c. The student should believe with their own ability.
   d. The student should have self-confidence.

3. To the other researchers

   However, the researcher hopes this research paper could be other references for the other researchers in constructing a better research. The researcher hopes that the other researcher could analyze the strategies in fostering student’s autonomy by using other techniques and methods.

BIBLIOGRAPHY


**VIRTUAL REFERENCES**


