

THE AUTONOMOUS LEARNING IN IMPROVING THE FOUR LANGUAGE SKILLS DONE BY THE BEST STUDENTS OF STMIK AMIKOM AND AKBA SINEMA YOGYAKARTA

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Abstract

This research was to describe the autonomous learning of the ten best students of STMIK Amikom and AKBA Sinema Yogyakarta. Big classes were not sufficient for everyone to learn maximally. This hindrance made some students to be more creative in improving their four language skills of English by automomous learning. The study was categorized as a descriptive qualitative research. The writer uses documentation, observation, in-depth interview, data triangulation and open questionnaire methods and to analyze the data, the writer uses constant comparative study. The results were that first, the students improved listening from news and interview programs on TV and radio, music and films from their private collections such as CD, DVD, cassette or learning from the family member. Second, they improved reading from text, book, novel, newspaper and film/ song text. Third, they improved speaking by oral repeating from song and film, taking part in debating activities or competitions, making conversation in working place or in the organization, and delivering speech. Fourth, they improved writing by writing emails, composing story, writing articles and diary. Fifth, in translation, they used internet because of the time efficiency and also dictionary.

Keywords: autonomous learning, students, language skills

I. INTRODUCTION

Learning English in modern era has developed rapidly especially by making use of technology. The learners can choose many media and mehods to improve their language skills, namely listening, reading, speaking and listening. The language skill mastery will enable people to participate in many various activities in their lives. In personal, social and professional lives, they are always faced in different situations.

How people improve the language skills is obtained through the teaching and learning process and autodidact learning. Students in tertiary education also learn listening, reading, speaking and writing in class guided by their lecturers. The fact they face is that sometimes they have big classes

in which the teaching and learning processes are not sufficient for everyone to learn maximally. This hindrance has made some students to be more creative in improving their English.

The students can combine the use of books, dictionary, and internet-based learning resources using their autonomous learning. They expect to absorb as much insight as possible to improve their quality of learning to be implemented in the real life.

To improve the quality of English learning we can see the facts that as humans they can use many techniques freely. Students can apply many methods of their own that are assumed to make the language skill learning successful. In this research, the autonomous learning in improving the four language skills of the best students in STMIK Amikom and AKBA Sinema Yogyakarta will be presented. The main purpose of this research is to elaborate the techniques used by the research subjects to improve listening, reading, speaking and writing skills of English.

II. LITERATURE REVIEW

According to Jeff Cob (2009), learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. He states that:

- It is not dependent upon classes and courses – though these can be very useful tools for learning.
- It does not require a degree, certificate, or grade to prove its worth – though clearly these have social value that most people would be unwise to ignore.
- It does require – in varying degrees, and in varying times and circumstances – activities like practice, reflection, interaction with the environment (in the broadest sense), and social interaction. The latter, in particular, can be greatly facilitated by the range of new technologies for communication and collaboration now available to us.

- It does not always – probably not even most of the time – happen consciously – though I think that those who strive for a more conscious approach to learning throughout their lives – whether at work or otherwise – tend to be more successful in pretty much whatever way they define success.

According to I.S.P. Nation (2001: 394-395) autonomous learners are learners who take control and responsibility for their own learning. If they can decide what they should learn, what material they need, what they should give the greatest attention, and they know learning strategy, they can explore their vocabulary not only in the classroom activity but outside the classroom as well with or without teacher's guidance.

According to Nation (2001:1) learning a language has a set of goals. The table below is the mnemonic LIST which is a useful way of remembering the goals of language learning.

L= Language, which includes vocabulary,

I= Ideas, which covers content and subject matter knowledge as well as cultural knowledge,

S= Skills,

T= Text or discourse, which covers the way sentences fit together to form larger units of a language.

Nation (2010: 25) stated that in the effort to become fluent in listening, speaking, reading and writing, learners should fulfill certain conditions:

1. All of what the learners are listening to, reading, speaking or writing is largely familiar to them.
2. The learners' focus is on receiving or conveying meaning.
3. There is some pressure or encouragement to perform a faster than usual speed.
4. There is a large amount of input or output.

Krashen (1982) as cited in Richards (2015) proposed that in language teaching, more effort should be devoted to developing learners' receptive competence than their productive competence. He claimed that learners'

productive ability will arise naturally from receptive knowledge. In particular, Krashen stressed that meaningful comprehension rather than focused production is all that is needed to facilitate language learning. When you learn a language, you develop both receptive skills and productive skills. Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language you acquired and produce messages through speech or written text that you want others to understand.

III. RESEARCH METHOD

The method the researcher used in analyzing the data was constant comparative analysis. She categorized the techniques based on the best students' autonomous learning in improving four language skills. When the number of categorization is more than 12, the researcher breaks them down to more detail.

The research activities were as the following:

1. preparing the plan of the research,
2. choosing the setting of the research,
3. asking for permission from the Director and the Head of the institutions,
4. asking the recommendation to related lecturers,
5. contacting the students as the research subjects,
6. doing the in-depth interview,
7. giving open questionnaire to the research subjects,
8. interviewing the research subjects' friends,
9. interviewing the research subjects' lecturers for triangulation,
10. analyzing the data of the research
11. reporting the research

The researcher used five techniques to collect the data of this research. Those methods were documentation, observation, in-depth interview, data triangulation and open questionnaire.

IV. RESULT

The researcher got the total 122 data items which were categorized into two groups, they were receptive category which consisted of 41 data items and productive category which consisted of 81 data items. Receptive skills were listening and reading, because learners did not need to produce language to do these, they received and understood it. Productive skills were speaking and writing because learners who were doing these needed to produce language.

The 'receptive skills' consisted of 41 data items which were divided into two, namely 'listening' and 'reading'. The first category was 'listening' consisting of 20 data items that were broken down into two categories, they were listening to 'news & interview programs' that contained 3 data items and listening to 'music & films' that contained 17 data items. Further, the media of listening to 'music & films' were divided into three categories, they were 'private collection' consisting of 10 data items, 'internet resources' consisting of 5 data items and 'public information' consisting of 2 data items.

The second category in 'receptive skills' was 'reading'. There were 21 data items. The data were divided into 4 categories, they were reading 'text', reading 'book & novel', reading 'newspaper' and reading 'song/ film text'. In reading 'text', the researcher found 4 data items. The number of data in reading 'book & novel' was 6 data items. Reading 'newspaper' consisted of 4 data items and the last in 'reading' was reading 'song or film text' which consisted of 7 data items.

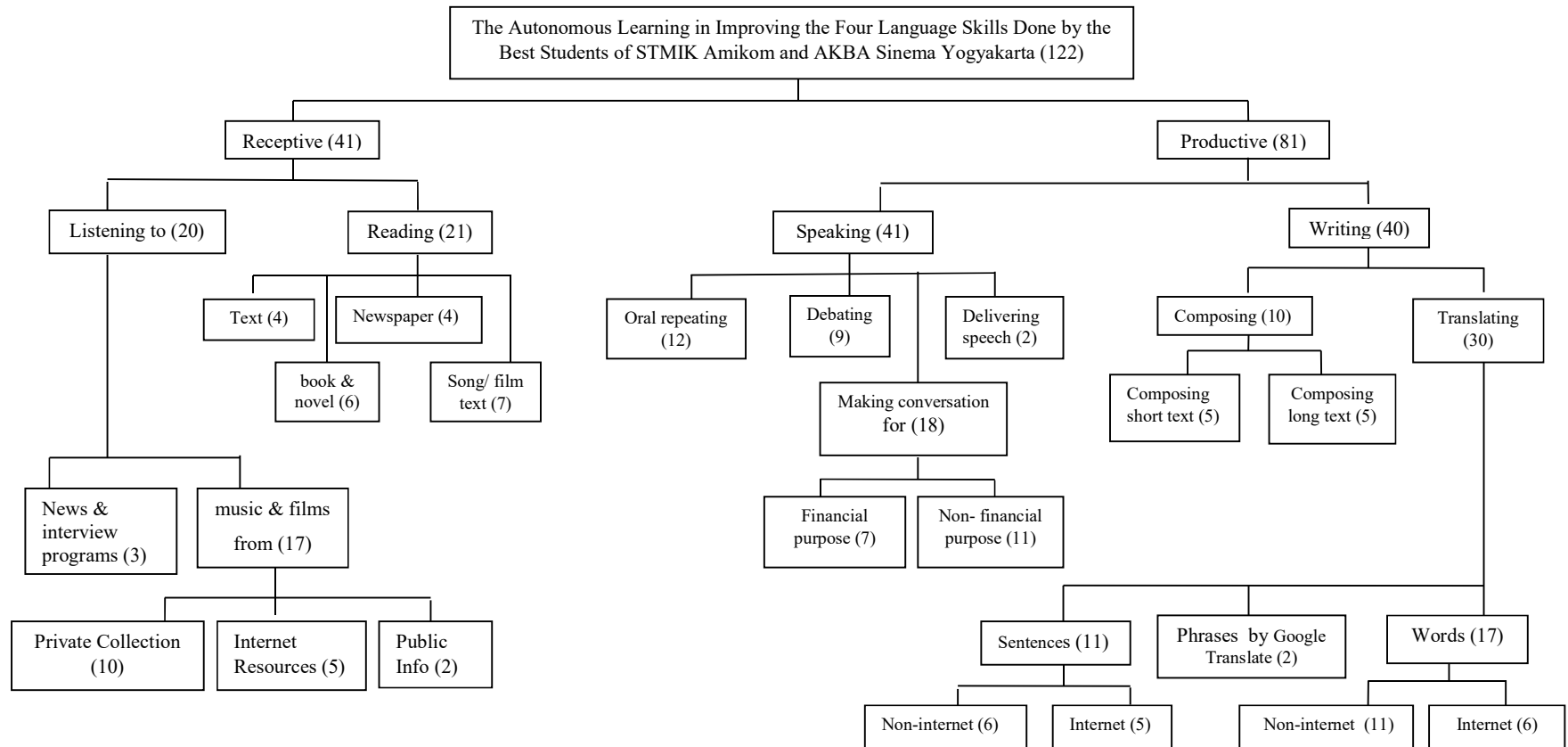
The 'productive skills' contained 81 data items which were divided into two categories, namely 'speaking' and 'writing'. In 'speaking' category, 41 data items were found through 4 activities, such as 'oral repeating', 'debating', 'making conversation' and 'delivering speech'. For 'oral

repeating’, there were 12 data items found. There were 9 data items in ‘debating’ and 2 data items in ‘delivering speech’. In ‘making conversation’, it was found 18 data items which were broken down into 2 kinds of purpose: ‘financial purpose’ consisting of 7 data items and ‘non-financial purpose’ consisting of 11 data items.

In ‘writing’ category, the researcher found out 40 data items which were broken down into two categories, namely ‘composing’ and ‘translating’. In ‘composing’ there were 10 data items that were divided into two: ‘composing short text’ with 5 data items and ‘composing long text’ in which there were 5 data items as well.

In ‘translating’, 30 data items were found. The data were divided into three categories, they were translating ‘sentences’, translating ‘phrases’, and translating ‘words’. Translating ‘sentences’ which consisted of 11 data items were divided into 2 media, namely ‘internet’ with 5 data items and ‘non-internet’ with 6 data items. Translating ‘phrases’ consisted of 2 data items and the last, translating ‘words’ consisted of 17 data items which were divided into two categories, they were ‘non-internet’ with 11 data items and ‘internet’ with 6 data.

In order to figure out the research findings, the researcher would like to show them in the following chart:



V. CONCLUSION

Based on the findings, the researcher concluded that the autonomous learning in improving the four language skills done by the best students of STMIK Amikom and AKBA Sinema Yogyakarta could be divided into two competences; they were receptive competence, broken down into two activities: listening and reading, and the productive competence which was categorized into two activities: speaking and writing.

The results were that first, the students improved listening from news and interview programs on TV and radio, music and films from their private collections such as CD, DVD, cassette or learning from the family member. Second, they improved reading from text, book, novel, newspaper and film/song text. Third, they improved speaking by oral repeating from song and film, taking part in debating activities or competitions, making conversation in working place or in the organization, and delivering speech. Fourth, they improved writing by writing emails, composing story, writing articles and diary. Fifth, in translation, they used internet because of the time efficiency and also dictionary.

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