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THE READING BASED INSTRUCTION TO FOSTER LEARNER AUTONOMY IN AN EFL-LEARNING COMMUNITY

Oleh:

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Abstrak

Penelitian ini berkaitan dengan isu yang beredar saat ini dalam dunia pendidikan tentang bagaimana membaca berbasis instruksi mendorong otonomi pelajar dalam komunitas pembelajaran di kelas Bahasa Inggris (EFL). Di sini, kegiatan belajar mengajar mengikuti langkah-langkah: kegiatan pra-membaca yang terdiri dari kegiatan orientasi materi; kegiatan membaca yang terdiri dari kegiatan eksplorasi bahan dan membaca berbasis instruksi; dan kegiatan setelah-membaca yang terdiri dari presentasi dan diskusi. Ini adalah penelitian kualitatif dan data penelitian ini diambil dari pengamatan perilaku mandiri pelajar di kelas saat proses belajar-mengajar. Data dalam penelitian ini dianalisis secara kualitatif melalui beberapa tahap, seperti (1) transkripsi data, (2) **17** sifikasi data, (3) analisis data untuk menemukan perilaku otonomi pelajar, dan (4) interpretasi data. Berdasarkan analisis data, hasil penelitian ini menunjukkan bahwa dalam semua pertemuan, tindakan peserta didik menjadi pelajar mandiri di kelas terdiri dari tindakan dalam menentukan pembelajaran mereka sendiri, tujuan, dan pengarahannya sendiri dalam hal memenuhi tujuan pelajaran mereka. Selain itu, otonomi di sini tidak hanya terkait dengan individualisasi tetapi juga semua kebutuhan, keterampilan, dan motivasi peserta didik. Kemudian, instruksi yang mengikuti struktur dan program yang disiapkan dengan baik yang dirancang adalah cara terbaik untuk meningkatkan otonomi pelajar. Selanjutnya, dalam penelitian ini ditemukan bahwa tanggungjawab peserta didik untuk menentukan tujuan mereka sendiri sebagian besar dipengaruhi oleh pengarahannya sendiri yaitu dalam bentuk motivasi untuk memenuhi pelajaran mereka yang juga merupakan salah satu kriteria otonomi pelajar.

Kata Kunci : membaca berbasis instruksi, otonomi pelajar, kelas Bahasa Inggris, komunitas belajar

1. INTRODUCTION

Nowadays, the discussion of the main goal of education heavily centers on the issue of learner autonomy **20** cept which became a crucial discussion in the recent history of language teaching. The **16** cept of learning autonomy is focused on the learner reflection to take responsibility for one's own learning process. As stated by Jacob **4** and Farrell (2001 p. 267-299) emphasized that the role of the learner is dominated rather than the role of the teacher. It focuses on the process rather than the product and encourages learners to develop their own purposes for learning and to see learning as a lifelong process.

Furthermore, there are many ways to develop learner autonomy. For instance, Benson (2007) proposed an attention on main orientation works that called modes of practice. This modes show the complication that characterizes the connection between learning beyond the classroom and autonomy. And these modes comprise autonomous learning (Dickinson, 1987) and request an ability for autonomy (Holec, 1981). Moreover, Cirocki(2016) believed that autonomy was not only associated with individualization but also all the students' need, skills, and motivations. Then, the instruction which is follows a structures and well

prepared program that is designed is the best way to promote learner autonomy. Such as, reading based instructions.

Reading based instructions lead the teachers' participation referred to conserve that autonomy would be instructed between learners and the learner's autonomy concept. It also must not be misunderstood as a learning without teacher. So, it means that regarding selections and choices by the learners, it was believed that learners determining choices about the way to learn could automatically promote autonomy among learners. In brief, Kasten et al. (2005, p. 330) also believed that reading based instructions are a strategy or process for teaching reading in which heterogeneous student led groups of pupils read trade books in classrooms as either the fundamental of the reading program or as part of it. Here, it means that reading based instructions not only equips learners with role specific skills to interact within the group but also encourages them to take control for their self-learning in term to achieve a common goal.

However, learner autonot **11** s still reputed as an unfamiliar concept to both teachers and learners in the teaching and learning process in the Indonesian context. While for this decade, language is very important for our life, especially

English which is used all over the world as communication. It is used either in formal meeting or in informal one, and Indonesia is one of the countries which is used English as the first foreign language. Then based on several investigated which are done by some researchers about learners autonomy, most of them did not investigated reading based instructions to foster learner autonomy in an EFL class based learning community with heterogeneous learners yet. So concerning this statement, it is interesting to explore how reading based instructions fostering learner autonomy which happened in this learning community in an EFL class. Regarding to those situation, the aims of this research is to explore the learner's autonomous behaviors in reading based instructions.

2. REVIEW OF LITERATURE

2.1 The Concept of Learner Autonomy

The term "learner autonomy" was first introduced in 1981 by Henri Holec and he also called as a "father" of learner autonomy. Then, according to Holec (1981) the concept of learner autonomy here is that the learner's capability of assuming responsibility for their own learning. It means that the students take responsibility for learning process in terms of determining the objectives, choosing the content material to study, selecting strategies and methods of study, monitoring and evaluating their own learning. This concept in line with Cirocki(2016, p. 27) that assuming the learner autonomy as the learner's responsibility for their own learning. It also such aspects of the learning process which is also as a goal setting that consists of selecting course content as well as appropriate methods, techniques and strategies; monitoring the learning process and appraising all that has been learnt. In conclusion, both Holec(1981) and Cirocki(2016) deal that autonomous learners are capable of controlling their own learning which is mean that the concept of learners autonomy is the student's independence to take their responsibility for their learning related to both the management and organization of the learning process.

Finally, the concept of learner autonomy was adopted in the EFL context. As stated by Cirocki(2016) that many experts who are struggled primarily for the establishment of learner autonomy in language pedagogy and consequently for its great popularity in the language classroom. Furthermore, he also stated that autonomy was not only associated with individualization but also all the students' need, skills, and motivations. Then, the instruction which is follows a structures and well prepared program that is designed is the best way to promote learner autonomy. Here, the learners will work carefully based on chosen materials and tasks, also proceed at their own pace under the guidance of teacher explicitly.

2.2 Reading Based Instructions

Reading based instruction can be defined as the interaction within the learner with some literatures or books and those books consist of some instructions which is given by the teacher. Then, the concept of reading based instructions here that it is one of the teacher's methodologies in the classroom which is equipped the students with some books that consist of instruction inside to build them become an autonomous learner. As mentioned by Wright (2006) that the concept of reading based instructions also generally acknowledged as a successful format for reading instruction. Here, the framework of this reading instructions designed to the individual learner's learning experience and their motivation. Then, these instructions are seem as learner autonomy which is orientated instruction that as stated by Cirocki(2016) it is being made through negotiation within cooperative learning groups which is also came into existence along with the present day communicative approach in language education.

Moreover, as the basic meaning of reading itself that it is a set of process which individuals applied to the text for the purpose of gaining meaning, knowledge, or experience. It means that reading based instructions here facilitated the learner to become autonomous learner that both equipped the students with role specific skills to interact within the group and encouraged them to take responsibility for their own learning in order to achieve a common goal. Furthermore, students who have a commitment to understand this concept within an instruction unit are prospective to get a deeper understanding of the content.

2.3 Reading Based Instructions to Foster Learner Autonomy in an EFL Class

As mentioned above that by implementing learner autonomy, the learning process changes from teacher-centered to student-centered learning. But, it does not mean that the teacher is totally useless. The teacher still take a role in the teaching learning process as a guide and facilitator for the students. However, so far as learner autonomy implemented in Indonesia's classroom activity, teacher-centered activities minimize the opportunities of the learners to be autonomous (Lengkanawati, 2016; Rukim, 2010). So that, there is reading based instructions to be the teacher's methodology to change the learners become autonomous learner in their lesson. Here, reading based instructions are reading some books that there are instructions there from the teacher to guide and help the learners in order to fulfill their lesson. In this activity, the learners can take notes to help them contribute to the future discussion, and everyone comes to the group with ideas to share. Each group follows a reading and meeting schedule, holding periodic discussions on the way through the book. When they finish a book, the

circle members may share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle (Daniels, 2002).

Furthermore, reading based instructions here equipped the students to get more information and knowledge before they got ready to share it with the others in front of the class. As stated by Daniels (2002) that through reading groups, the learners get deeper understanding first about the context before they ready to share it with others. It means that, reading based instructions here help the student to catch more ideas as the material for their learning which help them to increase their communication in order to achieve the goal of teaching learning process in the classroom, especially in speaking class. Moreover, the books that the teacher brought in the classroom are the implicit model which is guide the students being an autonomous learners. Indeed, reading groups have become an official and encouraged form of staff development, offering a more personalized and peer-driven kind of growth experience, also a refreshing change from mass lectures or cattle-call workshops.

3. RESEARCH METHODS

This study is qualitative approach where all the data collected are analyzed qualitatively. This approach is used to explore social phenomena which in this case is reading based instructions to foster learner autonomy in an EFL-learning community in the classroom. Besides, it reveals how successful the reading based instructions are able to help student in obtaining the pedagogic goals. For the analysis of the learner's autonomy performance of reading based instructions in an EFL-learning community, the qualitative data analysis was described based on the theory of the concept of learner autonomy by Holec (1981).

The subject of this research was the learners of conversation class in *Rumah Bahasa* at Pemkot Surabaya which consist of heterogeneous learners; male and female learners with different ability and job, and the teacher of English class. This place was chosen by the researcher because the teacher implemented reading based instructions in order to foster learners' autonomy in an EFL classroom.

The researcher used observation sheet to explore the learner's autonomy performance through reading based instructions in an EFL-learning community. There are two kinds which is used in this study. They are observation sheets and field notes. In this study, the researcher did observation in the class during teaching and learning process. Here, the researcher became a nonparticipant observer who sat behind the learners during the teaching-learning process. In this activity, the researcher did not only put check marks on the observation sheet but also watched, paid attention, and wrote the important things on

the observation sheet during the teaching-learning process as additional information according to the class condition in that time as the field notes. Data from both of them was analyzed descriptively. Those data was used to know the learner's autonomy performance through reading instructions in an EFL-learning community.

In this study, the data were analyzed by reducing the data first and relating into literature review and the theory in order to discard the irrelevant data. Then, the researcher organized and compressed the data into data display. After that, the researcher made a conclusion based on the data.

4. RESULTS AND DISCUSSIONS

The observation of this research was conducted in four times and the main discussion of this results were the learners' actions to be autonomous learner in an EFL-learning community through reading based instructions given by the teacher in order to achieve the main goal of teaching learning process. In this study, the learner autonomy performance of reading based instructions described as the learners' autonomous behaviors through reading based instructions while teaching learning process happened. Autonomous behaviors here are all the learners' actions to be an autonomous learner or independent learner in the classroom which consists of the action in determining their own learning, objectives, and their self-direction in order to fulfill their lesson. To give more detail of this research, the results on learner autonomy are discussed according to both the theories and practices implications based on the main following activities. There were three activities in each meeting; pre-reading activity, whilst-reading activity, and post-reading activity.

4.1 Pre-Reading Activity

In pre-reading activity, the activity was material orientation. Here, the teacher gave such kind of brainstorming to the learners about the material which became their topic that must be finished as their learning project in the end of the lesson. The form of material orientation was consist of reading based instruction that given by the teacher. In this section, the main finding is that most learners basically have fulfilled the criteria of learner autonomy, such as self-direction that is motivation, self-access learning and individualized instruction. It is because in all of the meetings, the researcher noted that the learners were enthusiastic in preparing the book which became one of learners' behaviors to be autonomous learners with the teacher's paper that given to each groups related to their topic chosen. This paper consist of the instructions which lead the learners fulfill their task easily. Here, the teacher was successful in dividing the learners in to several groups which consists the same interesting topic and training the learners became autonomous one by letting them to determine the books they read related to their topic

chosen. So that, the learners could understand the lesson easily.

Then in this activity, the learners' autonomy was seen in their self-direction that is motivation which applied in the form of their responsibility to fulfil their learning project. So, in the beginning of the activity here was shown that the learners mostly fulfil one of the learner autonomy criteria. This finding is in line with the previous research which reported that learners' autonomy reveal with their responsibility to take charge in their lesson (Benson, 2012). Moreover, during pre-reading, the learners demonstrated their autonomous behaviors through showing their responsibility in language learning process.

In brief, it can be concluded that in pre-reading activity the result finding are mostly the learners' actions to responsible and get elaborate actively to determine materials during pre-reading activity. Most learners are shown their responsibilities by attending the group work actively. In this stage, they actively to share and discuss their opinion about the topic chosen, accept the other group members' opinion. However, their cooperation produces good relationship and product. This finding also in line with the previous research finding which reported that learner autonomy can be advanced by means of cooperative work in order to achieve common interests and support each other (Ramirez, 2014).

4.2 Whilst-Reading

In whilst-reading, the activity began after the teacher gave the paper which consists of instructions in order to help learners fulfill their task, then the learners started to read and discuss it in each group. The teacher gave each group fifteen minutes to discuss with the group and fifteen minutes to make PowerPoint about their topic. The learners could start their discussion in their group based the paper instruction which teacher gave. Afterwards, the researcher noted that in each group the learners started to divide the sections of the topic with their members group and started to read their books individually. In this activity, most of the learners made a note about the important things that related to their topic. After that, they share about the books that they have read with their other member in group and combined all the sections of their topic. Then they started to make their final project in the form of PowerPoint seriously.

In this whilst-reading activity, it seen that the learners' actions were mostly fulfill the criteria of learner autonomy that is self-instruction. In this stage, the learners' influenced by their-self motivation in order to read and finish their project toward the teacher's instructions in the paper given. The main finding in whilst-reading activity here was the learners who are worked in group elaborated in all activities, such as reading the book, doing the project based on the paper instructions, discussing the material and combining

all their member's group opinion, determining the form for presentation and finishing the project in form of PowerPoint presentation.

It can be concluded that in whilst-reading activity, the result findings are mostly the learners' actions in reading based instruction, learners' cooperation which influenced by their motivation to discuss and finish their project in group-work discussion. This finding is in line with Ramirez (2014) who reported that cooperative group discussion has a positive impact in order to foster learner autonomy through discuss and practice more, and control over their learning process. In brief, as results in this research the learners are confident enough to control their own learning and they chose beneficial ways to improve their own learning in the classroom.

4.3 Post-Reading

In post-reading, this is the last step of the reading based instructions process which allowed the learners to start in delivering their project in this case is in a form of presentation in front of the class. There are three stages in post-reading here, they are presenting their project in front of the classroom, discussing it with the other group, recommending the next project. In post-reading, the activity started when the thirty minutes was over and the teacher checked whether each groups were finished their project in form of PowerPoint or not. Then, the teacher asked each group to get ready delivered their PowerPoint and discussed it in front of class. In this activity, it was seen that the learners were enthusiastic in order to deliver their presentation and discuss it in front of the class. Then, all the members of group one were delivered their topic and discuss it with the other member of each group. The members of each group were actively to give reaction and argumentation whether they were pro or contra with the topic delivered by group one.

It is also noted that the teacher actively hold the discussion process. The teacher became facilitator who guided and give directive the learners' discussion, and let the members develop their argumentations. This activity was continued until the time ended and at the end of the lesson, the teacher reviewed the materials that the learners had learned at that time by making a red line between pro or contra of the topic discussed. So in general, all learners actively delivered their presentation and also well communicated in English in front of the class. They improved their ability to speak in English very well which supported by reading some books first in whilst-reading activity that gave the learners chance to choose their own way to finish their lesson. This activity was shown as the learners result to become autonomous learners and they improved it without the teacher's control.

This finding is in line with the previous study which is conducted by Rao (2012) and Ramirez

(2014). They reported that the learners' autonomy improved in active learning process and enhanced in order to develop learners' comprehension in language skills, such as speaking ability. In other word, learners are motivated by their self to improve their English by implementing particular learning approaches. Then, learners' communicative in English is also one of the most important things of this research.

In this study, the researcher also noted that most of the learners have fluently in English while deliver the presentation in front of the class. It is because the learners have experienced foundational literacy when they are trained to be autonomous learner by the teacher trough reading based instruction before which became particularly in the aspect of introducing the autonomous behavior of reading. Then, the project which is in the form of presentation increases learner autonomy to determine, discuss, and control their way to fulfil their lesson over their learning process.

5. CONCLUSION

In this study, reading based instructions is reflected in the way the learners prepared for communicative project that is in the form of PowerPoint presentation. Those instructions are given the learners more opportunities to be autonomous learner. It means that the learners chose their own technique which they thought more appropriate and easier to follow up in order to gain the main goal of teaching learning process effectively. For all the results, the main findings in this study were the learners' autonomy behaviors which is mostly influenced by their self-direction that is their self-motivation. This self-direction in the form of learner's motivation can foster their autonomy in learning process.

So regarding to those findings, it also suggested that learner actively in cooperation work in reading based instructions can foster a high level of autonomy because it gave learners the freedom to explore their own preferences and to decide what activities are the best way for completing their common goals. Furthermore, it can be concluded that throughreading based instructions, the learners can learn particular thing based on their learning style either in individual or in group. In brief, learners can behave more autonomously when the teacher provides learning occasions in which learners are actively involved in the improvement of each activity planned in the classroom. So in other word, reading based instructions here is successfullyfostering learner autonomy in this learning community in an EFL classroom.

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