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Utilization of Internet for Autonomous Learning in Speaking

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Abstract— **Internet use for promoting students' autonomy in language learning has been a great phenomenon to discuss. Many researches have been conducted about this issue. Now the tendency is pointed out specifically for improving students' competency in speaking. Speaking is normally learned in the classroom setting in which learners have interlocutor as their speaking partner and under direct supervision from the lecturer. The discussion bellow will concern about some internet links that can be used for speaking study. The learners can study by using these internet links independently and record their own voice and video for their own self-assessment. They choose their own target and links to access and determine their own learning target. In the meantime, they also collect the recording to their teacher for assessment purpose.**

Keywords— **Internet, Autonomous, Speaking.**

I. INTRODUCTION

Nowadays the quality of learning English has improved rapidly because the teacher uses various media during the learning process, such as projector, realia, attractive power point and internet. Moreover, this intention should also supports by the learner. They must also be able to determine priorities in the learning process and commit with it. This term can be categorized as automous learning. As Little defines (1991: 4) autonomy is "capacity for detachment, critical reflection, decision-making and independent action". Meanwhile more short definition defines by Holec (1981:3) is "ability to take charge of one's own learning"

In this era of digital technology, utilization of internet plays an important role in human's life (Handayani & Saptopramono, 2015). The internet has become one of primary necessities for every individual, especially for students. The students may use internet for their learning process both classroom activities and also outside the classroom. Not only from their laptop, the students even can access the internet faster from their mobile devices. Moreover, this active utilization of internet can

also be used for learning purpose and can benefit them in many practices. As Kim (2014) mentions that online educational technology, which provides more option for English teaching and learning, sustains chance for self-access learning as an adjuct to traditional mode classes by enabling learners to use their own learning style and resource.

Speaking is one of the communication skills that needs more practices to master. To be able to speak in other language means to have more opportunities in using that language. In Indonesia where English is still considered as foreign language in school, the opportunities to practice speaking in English is really limited. This limitation may be due to many factors, from no interlocutor available until less self-confidence in speaking; the feeling of fear other people will scoff if they utter wrong pronounciation or grammar. These problems may look simple for other people but leave serious scar to the students' willing to speak. Once their confidence being tortour, it will need thousand efforts to bring their courage to speak back. Therefore, autonomous learning by using internet is the real answer to overcome this speaking problem.

II. BRIEF DISCUSSION OF THE GIVEN TOPICS
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A. Definition of Speaking

Your Oxford dictionary of current English (2009) defines speaking as the action of stating information or convey ones' oppinion and feelings in utterances. While Nunan (2003, p.48) "Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning." Other opinion from Chaney (1998, p.13) expressed "Speaking is the process of building and sharing meaning through the use of verbal or non verbal symbols in a variety of context." To sum up, speaking is stated as the productive oral skill which convey information, oppinion and feelings and shares by using verbal or non verbal symbols depend on the context.

B. Definition of Autonomous Learning

Many studies have been conducted about this autonomous learning and its definition. The former Dickinson (1987) in his early understanding toward autonomous learning state that autonomy is the condition in which the learner is totally responsible for all of the decision in the learning process and application of the decision. In full autonomy, there is no contribution at all from the teacher include for material preparation. In addition, Railton and Watson (2005) stated about the important of autonomous learning in studying in higher degree setting where learners are hoped to be independent, self-directed, pro-active, creative, anticipative, and become absolutely responsible for their own educational lives.
In conclusion, autonomous learning is the learning process in which the learner take responsibility toward their own progress based on their own efford in order to encourage them to be independent, pro-active, creative for their own education.

C. Definition of Internet Use for Learning

Internet use for learning has been stated with many terms, one of them is called open source learning. Thus, Wikipedia has defined Open Source Learning as "an emerging education practice that allows students to capitalize on the scope and power of the Internet to create and manage their own learning experiences and produce interactive material that is available online to everyone".Meanwhile, Paulsen (2002) used the term as e-learning and defined it as "interactive learning in which the learning content is available online and provides automatic feedback to the student's learning activities." All in all, no matter what terms that are used to refer to internet use in learning process, the definition can be simplified into an emerging education practice in which the learner search for their own material and manage their own learning experiences.

D. Utilization of Internet in Autonomous Learning of Speaking

Islam (2011) stated, "The way using the Internet to learn English can compensate for the lack of general approach with no real English environment, which will greatly enhance English autonomy learning." In addition, Wang and Sun (2000), "Technologies used in distance education have evolved from single-medium to multi-media, and thus changing distance education for languages from off-line to on-line and from asynchronous to synchronous." In other words, Internet uses to learn English specially for speaking skill which have evolved from single-medium to multi-media can compensate for the lack of general approach with no real English environment and teacher role is to guide them in develop their awareness of responsibility.

III. GET READY TO START THE PROGRAM

This autonomous learning in speaking is simple, but it takes serious cooperation between the teacher and the students to make it succed. The roles of the teacher here are first, to find the appropriate sites that can be used by the student during their autonomous learning process. Second, the teacher have to make sure the students familiar enough on how to use the site before they are able to use it alone. Third, the teacher have to monitor

the students' progress during the program, create specific way on how to measure the students ability in speaking. And the last is to evaluate their progress in speaking at the end of the program. The program will be set for 16 meetings/16 weeks.

A. *Appropriate Optional sites for Speaking Autonomous Learning*

1) http://eslgold.com/speaking/ss-simple_shopping.html
   This site provides you with various topics of speaking practice for beginners. It gives simple explanation complete with some examples about the related topic.

2) EILTS Speaking Exam Part 2
   This kind of test provide opportunities for the students to speak for more/less three minutes based on the given topics. By practicing with this kind of test the students will be encouraged to explore their ability in the form of monologue. The students can find out the strategies for this EILTS speaking task 2 from the internet.
   Some examples of the site are:
   http://ielts-simon.com/ielts-help-and-english-pr/ielts-speaking/
   http://ieltsadvantage.com/2015/03/03/ielts-speaking-task-2-strategy/
   http://www.ielts-mentor.com/speaking-sample/214-ielts-speaking-sample-2

3) Cambridge Speaking Exam Part 2
   As described by Cambridge Language English Assessment, Cambridge Advanced Exam (CAE) is also test the speaking ability with the picture as the media. Two people are involved in the discussion, talking about two pictures that are given by the examiner. For further knowledge on how to do the exam well, the students can find out more on:
   http://www.cambridgeenglish.org/images/cpe-examiner-comments.pdf

http://www.splendid-speaking.com/exams/fce_speaking.html

http://www.cambridgeenglish.org/exams/advanced/exam-format/

4) Youtube.com
   Youtube.com is the site that uses to upload and download the video. This site uses for almost every kinds of video including the video that was made for studying purpose. The students can easily access by putting the key words in the youtube search. With these videos, the students can learn how to pronounce the words and imitate it directly. Some links that contain video about learning speaking English:
   https://www.youtube.com/watch?v=IhQt_fxGOcw
   https://www.youtube.com/watch?v=kOi-16HdVug
   https://www.youtube.com/watch?v=QpaJe-Rvsi4

5) Speaking24.com
   This is an online learning site that provide the opportunities for the people to speak via skype, air buddy or yahoo messenger cam. You can choose and select the counterpart who have same level and interest with you base on their topic prevelence and commant.

B. *Teach The Students How To Use The Site*

As stated before, this strategy needs active collaboration between the students and their teacher. This relate to Louis (2006),"Teacher should encourage learners to work independently helping them how to make decision about their learning process because directing and participating their learning process actively can help students develop awareness of the responsibilities that they should fulfill during the process." So after the teacher shares some links above to the students, she has to make sure the students know how to utilize the links maximally. The teacher has to show the steps of using each

links in the class and check students' understanding and ability in using every links independently. This stimulation takes approximately the first three meetings, so after three meetings the students will have more opportunities to practice their speaking. They still get regular meeting with their teacher in the class and they also have their own autonomous speaking practice outside the class. Furthermore, this program of practicing will last until the end of the semester for evaluation purpose.

C. Monitor Students' Progress During The Program

The students will be asked to record their speaking in the form of voice recorder. They can choose their own favorite site to be used as their stimulation before speaking and the teacher will give them list of topics which is collerated with the topic that is given in the class. Moreover, the students will have to record their voice three times of the given topic during one week. As stated by Brunvand & Byrd (2011),"VoiceThread can promote collaborative development of knowledge by giving learners the opportunity to share their voice with their peer and intructor." Then, they are going to file their recordings and submit them every month. The recording can be sent from google drive, drop box or submit directly to the teacher in the form of burning CDs. They only need to send one recording for each topic (means they have to choose from their three recordings of each week, and send the best recording that represent their best speaking practice in a week). This voice recording will be set for 10 meeting, so the last four meeting will be video recording time and discussion of the result of the program.

Furthermore, the teacher will give the detail about the video recording on meeting 12; topics, what to record, how to record in the form of video. This last video tasks have purpose to prove that the students are confident enought to record themselves in video format. As Lynch (2007) stated, "Video recording tools can also

provide a valuable source of information for learners to notice and analyze characteristics of their own speech." The last meeting will function to discuss the result of the entire program and the best voice recording and video recording will be played in the class.

D. Evaluation of the program result

Evaluation score will be taken four times. Before the program, on mid semester test, from compilation of the recordings (both audio and video), and on final semester test. The criteria for scoring will be: pronounciation, fluency, choise of words, and grammar use.

IV. CONCLUSIONS

Speaking foreign language especially English has become a scary thing for some of the students. The causes are different. This study program of using internet for autonomous learning in speaking is one of the example to answer the cause of lack confidence. The students are provided by some usefull sites to enrich their knowledge before they record their voice and then video. To sum up, hopefully, this 16 weeks utilization of internet for autonomous learning of speaking program can give significant contribution toward the students confidence in speaking.

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