PROMOTING LEARNERS' AUTONOMY THROUGH LISTENING LOGS IN LISTENING CLASS

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Abstrak

Autonomi siswa telah dipandang sebagai tujuan dalam pembelajaran bahasa asing karena menekankan pada peran siswa dalam pembelajaran mereka sendiri. Dalam pembelajaran listening, guru mengalami kesulitan dalam memberikan siswa kesempatan untuk berlatih. Dalam studi ini, implementasi jurnal mendengar untuk meningkatkan autonomi siswa dalam kelas mendengar akan difokuskan dengan tujuan (1) mempelajari bagaimana pengajar mengimplementasikan jurnal mendengar untuk meningkatkan autonomi siswa dan (2) mempelajari bagaimana implementasi jurnal mendengar meningkatkan autonomi siswa. Studi ini akan mempelajari implementasi tersebut di dalam kelas *Listening for General Communication* kelas A pada sebuah universitas negeri di Surabaya. Terdapat 24 siswa dan 6 siswa akan difokuskan sebagai subyek yang diambil berdasarkan nilai kelas mendengar sebelumnya. Peneliti melakukan observasi sebanyak empat kali untuk mengumpulkan data mengenai bagaimana dosen mengenalkan dan memantau penerapan dari jurnal mendengar, dan pembelajaran mandiri oleh siswa. Selain itu, hasil dari wawancara dan analisis jurnal mendengar menunjukkan bahwa siswa mendapatkan keuntungan dari mengerjakan jurnal mendengar . Hasil penelitian menunjukkan bahwa bahwa pengajar mengenalkan jurnal mendengar secara umum serta memantau pekerjaan siswa selama beberapa kali. Selain itu, siswa dapat mengidentifikasikan kelemahan dan strategi mereka, serta memantau pembelajaran mereka untuk meningkatankan keterampilan tersebut.

Kata Kunci: autonomi siswa, jurnal mendengar, kelas mendengar.

Abstract

Learner Autonomy has been seen as a goal in foreign language learning because it emphasized the students' role in their learning. However, in learning to listen, it is difficult for the teacher to give the students opportunities to practice. In this study, the implementation of listening logs would be focusing to promote the learner autonomy in listening class in which the aimed were to (1) investigate how the lecturer implements the listening logs to promote learner autonomy and (2) investigate how the implementation of listening logs promotes students' learner autonomy. This study would see that implementation in the Listening for General Communication class A in a state university in Surabaya. There were 24 students and focused on 6 students as the subjects based on their score in the previous class. The researcher did observation for the fourth time to collect the data to see how the lecturer introduced and monitored the implementation of listening logs, and the students' independent learning. Additionally, from the interview and listening logs analysis, the students get the advantages of doing the listening logs. Based on the results, it showed that the lecturer introduced the listening logs in general and monitor the students' work for several times. Besides, the students could identify their weaknesses and strategies, and monitor their learning to improve their skills.

Keywords: learner autonomy, listening logs, listening class.

INTRODUCTION

The development of learner autonomy in education, especially in language learning, has become one of the language targets in these recent studies. The students' role is more emphasized as the indicator of an effective language teaching-learning process (Shi & Han, 2019) and also seen as the focus of the learners' autonomy. Even though the changing of the teachers' role to the students-centeredness is influenced by some factors, it is important to help the students in understanding their characteristics while studying. Moreover, the term of learner autonomy is often linked to the idea of students' independent learning, self-director, and/or self-regulated learning (Benson, 2006).

The idea of learner autonomy is often described as students' ability to take responsibility (Lengkanawati, 2017) and control their learning process (Benson, 2011).

With learners' autonomy, the students will be able to choose the learning target and the material, select the best method to support the process, monitor, and evaluate the progress. According to Benson (2011), there are three stages of controlling the learners' autonomy, which is controlling over the learning management, controlling over the cognitive process, and controlling over the learning context. The first stage is controlling over the learning management which is related to the use of strategies. Three strategies that can students apply in the development of learner autonomy consist of cognitive, metacognitive, and socio-affective strategies. Then, the second stage, controlling over the cognitive process is focused on the learners' psychological aspects that can influence the learning process. This control consists of attention, reflection, and metacognitive knowledge. The last is controlling over the learning contents. This control is emphasized on the students' decision to set their learning. There are three kinds of this control which are proactive and reactive autonomy.

However, in the Indonesia context, learners' autonomy is still unusual for the teacher to be discussed. The teachers mostly have the misconception of learner autonomy as a learning situation rather than students' learning strategies (Lengkanawati, 2017). Besides that, the teachers in Indonesia have to face a large number of students and limited time. For example, the teacher has to handle around 40 students and should trigger the passive students with a short time in the classroom activity (Lengkanawati, 2017). Nevertheless, the students mostly spend their time in the outside classroom activity. In contrast, the newest curriculum, 2013 curriculum, try to support and facilitate the students to become more autonomous. The 2013 curriculum gives the students opportunities to find and collect the information by themselves, so they try to be more independent. Besides, this curriculum also supports the students to explore the skill and strategies outside the classroom (Lengkanawati, 2017). The development of a new curriculum, in which the students can explore the knowledge by themselves, does not only apply in school but also for university students, especially English majors (Suharmanto, 2003).

In the language teaching-learning process, among the four skills, listening is often stated as one of the most difficult skills to study (Graham, 2003) and most used skill in daily life (Kemp, 2010). However, listening is rarely taught to listen effectively since the listening class is often ignored in language skill development. Besides that, even listening is taught, the teacher will focus on making the students understand the material rather than help the students to proficient in listening. According to Vandergrift and Goh (2012), most of the students become anxious when they have a listening class since they are forced to understand the material. Besides, the students in the listening class are usually performance passively since they mostly depend on the lecturer to plays the listening material. Notwithstanding, when students can master the listening skill, the students will feel they already achieve great results (Vandergrift & Goh, 2012). Furthermore, it is important to facilitate and support the students to be more independent to improve their listening skills beyond the classroom activity.

To facilitate and support the development of learners' autonomy in listening, a listening journal or listening log is seen as one strategy to improve students' language awareness and learning (Kemp, 2010). Besides, Cotterall (2000) stated that a listening log is seen as an important condition of autonomous learning since it can stimulate reflection. Doing the listening logs also help the students to understand their planning, monitoring, and evaluating their listening process. Furthermore, listening logs also help the students to reduce their anxiety and increase their confidence in listening because of the flexibility of the listening logs (Kemp, 2010). Besides, according to Kemp (2011), the students can meet the learning objectives and control their listening process through listening logs that can impact the development of their listening skills.

While doing the listening logs, the learners will be provided with some opportunities but still should be referred to the principles and elements of listening logs. According to Gilliland (2015), listening logs should follow some rules; students have a chance to access and choose authentic listening resources based on their interests, students have regular time to practice, students have developed metacognitive knowledge on their listening process. Besides that, the listening material should be familiar to the students. In short, by following the principle, it will lead the students to practice their strategies to comprehend the listening process. Gilliland (2015) also described that the listening logs should have at least a summary, personal reaction, reflection to the process, and new expression that has been learned. Therefore, the students will be led to engage their willingness to improve their listening proficiency and become autonomous learners.

Moreover, there are various studies on learners' autonomy. A study by Lynch and Orr (2016) found that group roles can promote the learners' autonomy, especially in writing class. The students were seen that they were responsible for making and dividing the decisions. Besides that, research from Trisnawan (2019) who also focused on group presentation to promote learner autonomy showed a positive result. The learners were able to be active in the class since they could find any topics that they liked and strategies that could help them to overcome the difficulties. Both of those studies showed

that group roles or group work have been already successful to promote the learners' autonomy.

Nevertheless, this present study has different focuses on those previous studies. Those previous studies did not see how the individual work could help the learner autonomy since they were more focused on group works. Furthermore, this study is also more focused on the enhancement of the learners' autonomy in listening skills. Based on the gaps that the researcher finds, it leads the research to conduct a study to investigate how listening logs can promote the learners' autonomy. This present study also focused on how listening logs can promote the learners' autonomy in listening class. Therefore, two research questions have been formulated, which are;
1. How does the lecturer implement listening logs to promote learner autonomy?
2. How does the implementation of listening logs promote students' learner autonomy?

METHOD

This study used the basic interpretative study to explore the purpose of the study in which to know how listening logs can promote learner autonomy in listening class. The result of this study would describe qualitatively which was in the form. According to Ary et al. (2010), this design study would get a depth understanding of the phenomenon rather than numeric analysis. Besides, this design would help the researcher to understand the participants' points of view toward the phenomenon.

Furthermore, this study was conducted in Listening for General Communication class A in a state university located in Surabaya. The subjects of this study were the English lecturer and second semester of English Education Department Students who took this class. This class consisted of 23 students, and 6 students were taken by using stratified sampling. Then, the 6 students would be divided based on their previous listening score in which every 2 students represented high, middle, and low achievers. According to Cohen et al. (2018), the groups would help the researcher to focus on subjects' characteristics, get the differences that could be existed, and approach the subjects easier.

In a qualitative study, the researcher would be the main instrument (Patton, 2002). To support the role of the researcher as the main instrument, this study used field notes to record any information during observation, listening logs as the document review, and interview guidelines to get more in-depth information as the research instruments. The researcher did four weeks of observation to record the information from the teaching-learning process. Then, she did the listening logs review for the document review. To finish the data collection, the researcher interviewed the six subjects to get more information and support the result from document review and observation.

After the data had been collected, the researcher had to analyze the data. Three stages of data analysis were divided into familiarizing and organizing, coding and reducing, and interpreting and representing (Ary et al., 2010). In the first stage, the research read and reread the data to be more familiar. Then, the data would be put and organized in the form of ready for analysis. Afterwards, in the second step, the researcher did the coding and reducing. The researcher identified the data based on the category and put some appropriate codes. Unimportant and irrelevant data would be reduced. Lastly, the data would be interpreting by supporting it with literature review or theoretical information then the data would be represented in the form of words.

RESULT AND DISCUSSION
RESULT

The Lecturer's Implementation of the Listening Logs to Promote Learner Autonomy

After four weeks of observation, the researcher found that the lecturer implemented the listening logs in every meeting. This part would be more focused on how the lecturer implemented the listening logs to promote learner autonomy. The activities were divided into the introduction to the listening logs, monitoring the listening logs activity, and students' independent activity (Gilliland, 2015; Benson, 2011).

The first activity was the introduction of the listening logs. In this activity, the lecturer introduced to the students about the use of the listening logs in the first meeting. She also told the students that the listening logs would be used as their assignments. However, the lecturer did not mention all the parts specifically and only explained some of them in general.

After introducing the listening logs, the lecturer monitored the students' activities while doing the listening logs. Based on the observation, the lecturer kept ordering the students to submit the listening logs on time. The lecturer provided the audio materials and the listening logs for the students. Besides, she also asked the students about how difficult the audio for listening logs was. On the other hand, the lecturer and the students did not discuss the difficulties while doing the listening logs.

In the last activities in which the students' independent activities, the researcher found that the students found their way to complete the listening logs. The students looked for the best method, such as opening a dictionary and repeating the audio to help them. Besides, they also discussed it with their friends. However, in some weeks, some of the listening log's parts were left blank.

In short, the lecturer had provided the students with the audio materials to complete the listening logs. The audio topics that the lecturer gave were the same as the basic course outline. However, the lecturer did not monitor the students' work regularly. Besides, she only discussed the difficulties of the audio that were used.

The Implementation of Listening Logs to Promote Learner Autonomy

In this part, the researcher focused on how the listening logs' implementation can promote the students' learner autonomy. Based on the listening logs reviewed and interviewed, the researcher found that the learners already implemented the learners' autonomy while doing the listening logs. According to Vandergrift and Goh (2012), students' independent activities were divided into planning, monitoring, reflecting, and problem-solving.

1. Planning

In this part, the students were asked to fill two points which were the students' guessing the audio topic and planning methods that could help them to fill the listening logs. In the first points, the students could share any ideas about the topic that they would be heard. For example, in the first week, the topic was about mapping traffic. Then, some students guessed that the audio's topic, such as traffic law violations, violations of traffic law, and traffic ticker. Even though the students wrote in different words, but it shared the same ideas. However, some students did not write anything at this point in some weeks. For example, a student left this point to be blank in week two. Then, in the next point, the students could choose and plan the best method to help them in filling the listening logs. Some examples provided, such as online dictionary and pause function. In the listening logs, most of the students wrote that the online dictionary and pause function would be used as their assistant.

2. Monitoring

The students had to write the summary and their reaction toward the audio in this part. In writing the summary, the students had to write a simple summary without too many details. All of the students wrote a complete summary only in the first week. They created a simple paragraph with some supporting details. However, in the next meetings, the students only wrote a sentence as the main idea. Then, to fill the reactions, the students wrote their feelings toward the material. The students mostly wrote about how the audio was interesting, yet confusing or difficult at the same time. Some of the students even wrote an emotion icon to emphasize the reaction. Besides, the students in all groups did not show any significant difference in writing the summary and reactions for the audio.

3. Evaluating

While doing the evaluating, the students had to clarify their satisfaction and difficulties while doing the listening logs to evaluate their learning process. In the first point, most of the students felt that they were pleased with the audio. The students also wrote that they enjoyed the audio when they could understand it. Even though in some meeting the audio was difficult, the students felt the audio was interesting and still could be understood. Besides, a student wrote that the audio helped her to have more exercise in listening. Then, in the second question, the students also had to discover the audio difficulties that could influence the process of completing the listening logs. The students felt that the audio materials were not too difficult for them. One student showed that she could discover her weakness by writing that she did not familiar with fast-talking audio. To support those statements, in the interview, most of the students stated that the listening logs helped them to have more exercise and improving their listening skills from incapable to capable. In short, the students also stated that listening logs helped them to improve their skills because they could identify their weaknesses and strength, have regular time to practice, and get some new information.

4. Problem Solving

By doing the listening logs, the students had to identify the problem and how they overcome the problems. There were three points that the students had to fill, which were the problem, the reasons, and strategies to overcome it. In the first point, the students' problems could be from the audio or by themselves. For example, some of the students wrote that the audio was unclear that could lead to making them not understand what the speakers said. The students felt that when the speakers talked to fast and lack of vocabulary made them struggling in understanding the audio. It was also supported by the interview in which the students stated that unclear audio, different accents, and/or unfamiliar information made them sometimes misunderstanding with the audio. Then to overcome it, the students mostly used a dictionary and practising to become more familiar with the listening text. The strategies that were used were mostly similar in each students' group.

Based on the result, all of the students in the different groups did not show any significant way while doing the listening logs. Most of the students generally shared the same ideas and used the same strategies to complete the listening logs. For example, the students from high, middle, and low achievers opened a dictionary when they heard unfamiliar words. The difference only came from a student who was in the low achiever group stated in the interview that discussion could help them doing the listening logs.

DISCUSSION

The Lecturer's Implementation of the Listening Logs to Promote Learner Autonomy

The researcher would discuss the result of four weeks of observation in Listening for General Communication class A that related to the theory of Benson (2011) about stages of learner autonomy, especially controlling over learning context. In controlling over learning context, the learners had choices to decide their learning objectives and use language learning in social interaction (Benson, 2011). However, based on the result, the lecturer was the authority who set the learning objectives and provided the listening logs and the audio material. Furthermore, the lecturer emphasized on the reactive autonomy (Littlewood, 1999 as cited in Benson, 2011) as the part of controlling over the learning context because the lecturer was the external authority who regulate the learning goals.

Based on the first to fourth meeting observation, the lecturer explained the students about the listening logs and it would be used as part of the assignment in the first week. The lecturer also provided the listening logs and audio for the students until the fourth meeting. Besides that, the learning objectives which were the students would be able to decide and be responsible for the strategies that could facilitate and improve their listening (UNESA, 2016). According to Benson (2011), when the reactive autonomy was already set, it could lead to proactive autonomy.

Besides, the implementation of the listening logs also applied some listening logs principles stated by Gilliland (2015). Those parts were listening to the text should be at "I minus 1" level for maximum comprehension, learners should have a regular schedule with a minimum duration each time, learners should repeat some listening texts multiple time, and learners should develop metacognitive knowledge about their listening processes. The other principles would be more related to the concept of proactive autonomy. Those principles of the listening logs could help the students in facilitating the planning, monitoring, and evaluating their learning.

In short, based on the observation, the lecturer emphasized on the controlling over the learning context while she implemented the listening logs to promote the learners' autonomy in listening class. The lecturer also focused on the reactive autonomy in the implementation (Benson, 2011). Besides that, the use of the listening logs had applied the listening logs principles to facilitate the students in planning, monitoring, and evaluating their listening process.

The Implementation of Listening Logs to Promote Learner Autonomy

The researcher would discuss the interview and listening logs review to the theory of Benson (2011) about the stages of learners' autonomy, which more focusing on controlling over the learning management and controlling over the cognitive processes. Those stages of learner autonomy were more emphasized on the students' behaviour while the learning process.

In the first point, controlling over the learning management, the students would use some strategies to support the listening learning process (Benson, 2011). There were three strategies that the students could use which were cognitive, metacognitive, and socio-affective strategies. In the cognitive strategies, the learner would use the element of the listening logs, such as doing the summary. Then in metacognitive strategies, the students would think their learning process, such as identifying their difficulties and practising. Lastly, in the socio-affective strategies, the learner would discuss with their friends, and it also would relate to the development of other skills.

Moreover, in the second point, controlling over the cognitive process would emphasize the learners' psychological aspects that could influence the learning process. Attention, reflection, and metacognitive knowledge were part of this point. In the attention, students would pay attention to the linguistic inputs. According to the interview and listening logs analysis, the students got new vocabularies through the listening logs. Then, in reflection, the students would do monitoring their learning. During the interview, the students stated that they had the purpose of doing the listening logs to improve their listening skills. Lastly, the metacognitive knowledge consisted of planning, monitoring, evaluating, and problem-solving (O'Malley and Chamot, 1990 as cited in Benson, 2011) which would be discussed as followed:

1. Planning

When planning, the students had to guess the topic that they would listen to and plan the strategies that could help them support the listening learning process. This part would help the students to be conscious of the material by judging the audio's topic. Then, through planning the strategies, the students could have some preparation that would improve their attention during the listening process by application of suitable strategies.

2. Monitoring

In the listening learning process, the students had to check their progress by reacting to the process. During monitoring, the students could check, verify, and correct their comprehension of the task. In listening logs, the students could monitor their learning through the summary and reaction or comments. Through the data, the students had complete the summary and put their reaction as their comprehension or performances.

3. Evaluating

Through listening logs, the learners could reflect their listening process through evaluating. In this part, the learners would reflect their process by their opinions and problems that they found. Besides, it also helped the students to recognize the effectiveness of their listening learning process. The use of listening logs had made the students identify the weakness and strength of the listening logs. Supported by the data result, the students stated that listening logs helped them practising and improving their skills which were in line with the use of listening logs to promote learner autonomy when the learners would learn by themselves.

4. Problem Solving

This part was an important role in developing learners' autonomy. Problem-solving helped the students to identify their problems and strategies that could overcome those problems. Those results showed that the students mostly could identify their problem and use the strategies that support their process in completing the listening logs. It also could help the students to improve their understanding and material and tried several strategies to help them. The students' awareness to exercise by themselves would train them to be more autonomous.

In short, the result from the data showed that the students already controlled their stages of learner autonomy by Benson (2011). Moreover, the students had been aware of the behaviours in the promotion of learners' autonomy process. By applying some strategies that could help their listening process, the students already did the controlling over the learning management. Then in controlling the cognitive process, the students had their behaviours that influenced the listening process. Furthermore, the students also tried to make the right decision in selecting the suitable learning process and be responsible for their decision which was in line with the course's learning objectives. Therefore, listening logs helped the students to promote their autonomy and meet the learning objectives.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result analysis, the researcher finds the listening logs can promote the learners' autonomy in listening class. The stages of learner autonomy by Benson (2011) that consists of controlling over the learning management, controlling over the cognitive process, and controlling over the learning context was seen by students' performances while completing the listening logs. Besides that, the lecturer helps the students in promoting their autonomy by encouraging reactive autonomy since the lecturer had set the learning objectives and materials.

Through listening logs, the students could plan, evaluate, and reflect their learning process. Besides, the students also learn to become problem solvers on their learning. In short, the listening logs process could support the promotion of learners' autonomy.

Suggestion

Furthermore, the researcher also provides some suggestions in the implementation of listening logs in the future. The lecturers or teachers can provide opportunities for the students to find their material for the listening logs. Besides, lecturers or teachers need to monitor the students' work. Besides that, for future researchers, it is also needed to see how the implementation of listening logs can promote the learners' autonomy in high school. It is also important to see how the other kinds of logs will help the learner to become more autonomous in other language skills.

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