

AUTONOMOUS LEARNING IN READING CLASS: BUILDING THE STUDENTS' INDEPENDENCE CHARACTER

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Abstract: This article reports the attempts to improve the students' reading ability in understanding narrative texts using autonomous learning strategy at SMPN 1 Singosari. Autonomous strategy was addressed, for nowadays we are looking for a learning process which enables the construction of the Indonesian students' character. The study involved the eighth graders of SMPN 1 Singosari in the 2010/2011 academic year. The findings show that the implementation of autonomous learning strategy in reading could effectively help the students' in comprehending narrative texts. Moreover, autonomous strategy encouraged the students to contribute actively in the reading activities and demonstrated independent learning.

Key words: autonomous language learning, character building, students' independence.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan kemampuan membaca siswa dalam memahami teks naratif dengan menggunakan strategi belajar mandiri. Strategi belajar mandiri tersebut dipilih oleh peneliti dengan pertimbangan pemilihan strategi yang sesuai dengan pendidikan berkarakter. Penelitian ini melibatkan siswa kelas 8 (delapan) tahun ajaran 2010/2011 di SMPN 1 Singosari. Hasil penelitian menunjukkan bahwa implementasi strategi belajar mandiri membantu siswa dalam memahami bacaan naratif. Terlebih lagi, strategi ini memotivasi siswa untuk berperan aktif dalam kegiatan membaca dan menunjukkan proses belajar mandiri.

Kata-kata kunci: otonomi pembelajaran bahasa, pembentukan karakter, kemandirian siswa.

In facing the 21st century, students are confronted with a situation in which they have to be more independent and responsible with their own learning. They have to face not only the globalization of their world but also the dynamics of the world situation. The students nowadays could no longer depend much on what their teachers teach. They need to seek for other information related to what the teachers teach so that they are more ready to face the challenges outside their school environment. Due to those reasons, the teaching and learning activities in Indonesia need to integrate the teaching and learning

processes with the character education. This is in line with the teaching of English as a foreign language (TEFL) in Indonesian context. For the purpose of making the students more independent when learning English, especially in improving their reading skills, this present study was carried out.

To begin with, mastering reading skill is essential. It has to be understood that students might not need to speak or write using English most of the time, but reading English texts seems to be, to a certain extent, unavoidable (Murdibjono, 2010). He goes on further as to say that there are

three important reasons why reading skill needs to be enhanced. First, many students need to read English texts to master other aspects of the language. Second, better readers usually gain more vocabulary from their reading activities and are more familiar with the grammar of the language they are reading, which is useful for language acquisition. Furthermore, the presence of good reading materials can introduce interesting topics, stimulate discussions, excite creative responses, and provide trigger for interesting lessons involving various language skills.

However, many students are found to read with less understanding than one might expect them to have. Hamra & Syatriana (2010) noted that since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English texts. Kweldju (2000) added that many students are likely to be reluctant readers because they suffer from low reading motivation that causes them to be incompetent readers.

This condition is also apparent in the teaching of reading at the 8th grade of SMPN 1 Singosari, Malang, Indonesia. The results of the preliminary study showed that many students did not like to read English texts since they did not consider reading as an exciting activity. The students would not practice their reading unless the teacher assigned them to read. Moreover, the students' reading score showed that many of the students still obtained the score below the minimum passing score (*Kriteria Ketuntasan Minimum/KKM*), which was set at 77. 23 out of 31 students (74 %) achieved the scores below 77 (see Appendix 1).

Concerning this unsatisfactory condition, the teacher needs to improve the students' reading comprehension and attitudes towards reading enterprise by implementing an appropriate learning strategy. In this case, the teacher should give the students chance to be more responsible for their learning. Relevant to this, Harmer (2007:394) points that "to compensate for

the limits of classroom time and to boost the success for language learning and acquisition, students need to be encouraged to develop their own learning strategy so that they become autonomous learners". Therefore, the implementation of autonomous strategy is needed to improve the students' language proficiency, and learning participation so as to build their independent learning character.

In accordance with the implementation of the autonomous strategy, some activities were employed in this study to gear the students' language proficiency and learning participation. First, the students were required to select a story that interested them most. They had to answer the comprehension questions given on the story individually. Second, they were asked to work in groups, select the reading material for the group, make a summary of the story (must include the orientation, complication and reorientation) and finally, create a pyramid story.

Two previous studies by Dafei (2007) and Suharmanto and Furaidah (2008) on the use of autonomous strategy in language teaching showed that autonomous strategy worked well in the teaching and learning processes. The autonomous strategy could deepen the students' responsibility. The findings showed that the students' English proficiency was significantly and positively related to the learner autonomy. Dafei (2007) claims that the more autonomous a learner is the higher his/her achievement will be. Suharmanto and Furaidah (2008) also found that during their independent learning, the students felt that they mastered grammar and reading skills better. Therefore, the study on the use of autonomous strategy to improve the students' reading comprehension was needed and important to do.

METHOD

This study used Classroom Action Research (CAR) design. The subjects were students of 8E class of SMPN 1 Singosari. Those students needed more at-

tention from the teacher as they frequently did not show active participation in learning English, especially in reading activity. Most of the students achieved unsatisfactory result on the written English test held on the previous first semester (academic year 2010/2011). This condition was influenced mostly by the inability of the students to comprehend the reading texts given. 70% of the students had to take remedial test in order to achieve the minimum passing score. This finding was then confirmed with the result of the reading pretest administered by the researcher.

The data collection was conducted from February 10 to March 28, 2011. The data were collected using research instruments namely interview guide, questionnaire, reading comprehension test, observation checklists for students' activities, and field notes.

There were two cycles in the overall procedures of the implementation of autonomous strategy in this action research. Based on the data gathered in the preliminary study, the planning stage was done by elaborating the instructional strategy into detail by determining the teaching schedule, designing the lesson plans, devising the research instruments, preparing the media, and setting up the criteria of success. Third, the strategy was imple-

mented based on the lesson plans designed. Four, the implementation of the action was observed so that the data about the implementation of autonomous strategy was documented and ready for analysis. The students' activity was observed and recorded in the field notes with the help of an observer. The students' reading proficiency after the implementation of the strategy was assessed using reading comprehension test. Furthermore, the data obtained from the observation was interpreted. Finally, a decision was made, that the second cycle was needed.

The second cycle was started with grouping the students into groups of four. Then, they were asked to make a summary of their narration (story) including orientation, complication and resolution. The activity of summarizing story is significant since it addresses the students' autonomous learning skills. When summarizing, the students were no longer waiting for the teacher to explain every detail of their activities. They collaborated with their friends and asked their teacher when necessary, for instance, when they did not know the technicalities of the activity. The summary itself has to cover the orientation, complication and resolution of the story because a text could only be called as a narrative text type if its generic structure encompasses those three aspects.

Table 1 Activity in Each Cycle

| Activities in Cycle 1 | Activities in Cycle 2 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • The students select the reading materials based on their interests. • The students read the text and do the comprehension tasks related to the text. • The students check their answer using the key answer provided. • The students give feedback on the text. • The students submit their work. | <ul style="list-style-type: none"> • Students work in groups of four. • Each group selects the reading materials based on their interests. • Each student reads and discusses the text in their groups. • Each group summaries the story. • Students display the summary in a pyramid story. • Each group decorates their story and gives some illustration/ picture. • Each group gives their comment to the other groups' work using two stay, two stray techniques. |

Later on, they wrote their summaries on their pyramid stories and displayed them in class. The making of pyramid stories were seen significant as it addresses the students' different needs in expressing their ideas. They worked collaboratively with their group members and worked independently without the teacher's interference when drawing pictures to illustrate the summary they had made. Their autonomy in doing the group work was shown when they had to discuss with their friends on the sentences of their summary. Then, they needed to agree on the orientation, complication and resolution aspects of the story. In addition, they needed to agree on who had to draw the pictures on their pyramid, one student, two students, three students or all of them. Next, each group gave their comments to the other groups' pyramids. The teacher was needed only when the students were stuck and needed some assistance to continue their activities. Finally, the post test was given. The activities in each cycle are illustrated in the following table.

RESEARCH FINDINGS

The presentation of the findings is constructed on the basis of the formulation of the research problems: how can autonomous strategy be used to improve the students' reading comprehension? The findings of this study encompass three categories: (1) the students' reading performance, (2) the students' responses to the items of the questionnaires administered, and (3) the teacher's reflection on and evaluation of the implementation of the study.

The results of Cycle 1 indicate that the implementation of autonomous strategy in teaching reading could improve the students' reading comprehension. Compared

with the students' mean score in preliminary study, the students in Cycle 1 obtained higher mean (see Appendix 1). In the preliminary study, the students' reading scores were less than the criteria of success targeted (77). However, the mean score improved after the implementation of Cycle 1. Only nine students (29%) could not meet the targeted minimum score, while the rest of them (22 out of 31 or 71%) could reach the minimum passing score. Moreover, after revising some activities, the implementation of autonomous strategy in Cycle 2 showed more improvement of the students' reading score. The students' reading score in Cycle 2 showed more improvement. While the students' score in the Cycle 1 showed the mean score 80.96, in Cycle 2 the mean score obtained was higher (83.95). From this reading test, 26 students out of 31 students (83%) could reach the minimum passing score which was 77, and only 5 students failed. The description about the students' performance in Cycle 1 and Cycle 2 is summarized in Table 2.

The data obtained from the questionnaire indicate that the students were more ready to have English class. There were some important differences of the students' views on reading before and after the implementation of the strategy. Before the implementation, the results of the questionnaire showed that the majority of the students felt that reading was uninteresting and difficult. However, after the implementation of the strategy, most of the students felt that reading was easy to do; 88% of the students confessed that their reading ability was good (see Table 3).

Table 2 Students' Mean Scores in the Preliminary Study, Cycle 1 and Cycle 2

| | Preliminary study | Cycle 1 | Cycle 2 |
|------------|-------------------|---------|---------|
| Mean Score | 73.06 | 80.96 | 83.95 |

Table 3 Students' Idea on Reading

| Statement | Before the implementation | After the implementation of Cycle 1 | After the implementation of Cycle 2 |
|-------------------------------|---------------------------|-------------------------------------|-------------------------------------|
| My reading ability is good | 23.33% | 71% | 88% |
| Reading is enjoyable activity | 31.2 % | 65% | 85% |

As indicated in Table 3 above, the implementation of autonomous strategy in Cycles 1 and 2 showed that there were some changes in the students' view on reading before and after the implementation of the autonomous strategy. Upon the completion of Cycle 1, 71% of the students revealed that reading was much easier for them.

Then, dealing with the question related to the effect of the strategy in improving the students' confidence in reading, more students felt more confident in reading (see Table 4). Besides, after the

implementation of the strategy, some betterment was seen on the students' attitudes. Dealing with the question related to the effect of the strategy in improving the students' confidence in reading, only 5 students (15%) stated that their reading confidence achieved significant improvement. More students (12 students) felt more confident in reading and 15 students (46 %) admitted that they felt only little improvement on their reading confidence. The result of the questionnaire could be seen clearly in Table 4 below.

Table 4 Result of Students' Questionnaire in Cycle 1

| No. | The Questionnaire's Questions | Percentage | | | |
|-----|-------------------------------------------------------------------|----------------|-------|-----------|----------|
| | | Strongly Agree | Agree | Uncertain | Disagree |
| 1. | Autonomous strategy could improve my narrative text comprehension | 53% | 28% | 19% | - |
| 2. | Autonomous strategy could improve my reading confidence | 15% | 37% | 46 % | - |
| 3. | I could enjoy reading using autonomous strategy | - | 65 % | - | 35% |

Moreover, responding to the questions whether or not the students could enjoy their reading using this strategy, about 65 % (21 students) claimed that this strategy was fun because it was new and useful to improve both their reading comprehension and vocabulary mastery. Unfortunately, the rest of them (11 students) said "no", meaning that they could not find enjoyment during the implementation of the strategy so that the implementation of the strategy in Cycle 1 could not successfully meet the criteria of success. 70% of the students enjoyed their reading. Therefore, the second cycle was devised to meet the criteria of success of the study, where more than 75% students enjoyed reading activities.

After revising some activities, the implementation of autonomous strategy showed more improvement of the students' reading score and attitudes. Moreover, the findings of the teaching and learning process in Cycle 2 showed that there were some changes in the students' attitudes compared to those in Cycle 1. The students showed their active involvement and motivation towards the teaching-learning activities with the implementation of autonomous learning strategy. The students' participation in answering the researcher's questions related to the generic structure and the language features of narrative text was on scale 3, where 27 students actively participated in the activities. In other words, only few students did not participate in those acti-

vities. During the process of reading and making summary of the text they read, the students' participation in doing the summary task was on scale 4, which means that all students fully participated. More-

over, in paying attention to the teachers' instruction and explanation, the students' participation obtained scale 4. This high scale indicates that all of the students took part on the activity eagerly (see Table 5).

Table 5 Classroom Situations

| Before the implementation of the strategy | During the implementation of the strategy in Cycle 1 | During the implementation of the strategy in Cycle 2 |
|---------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|
| 1. Students did not participated in the discussion (score 1) | • Only few students (7-5) did not participate in the discussion (score 2) | • Only few students did not participate in the discussion (score 3) |
| 2. Students paid low attention on the teacher explanation (score 1) | • Most of the students paid great attention to the explanation (score 3) | • All of the students paid great attention to the explanation (score 4) |
| 3. Students were not confident (score 1) | • Most of the students are more confident (score 3) | • Most of the students are more confident (score 3) |
| 4. Students depended on the teacher when learning (score 1) | • Most of the students take charge of their own learning (score 3) | • Most of the students take charge of their own learning (score 3) |
| 5. Students did the exercises reluctantly (score 1) | • About 35 % of the students did the exercises reluctantly (score 2) | • > 80 % of the students did the exercises willingly (score 3) |

The students' positive attitude was also confirmed by the result of students' questionnaire in Cycle 2 which showed better responses. In contrast to the students' responses in Cycle 1, students in Cycle 2 showed more positive attitudes. Responding to the question whether the students enjoyed the reading activity or not, 27 of the students responded "yes", meaning that 85% of the students loved doing the reading activities. Almost all students could find enjoyment in reading.

Compared to the result of the questionnaire in Cycle 1, most of the students in Cycle 2 felt more confident in their reading. Besides, only 7 students were not really sure about their reading confidence because they only felt a little improvement. Furthermore, dealing with the students' narrative text comprehension, it was found out that 88% (28 students) felt more improvement. Only 12% (4 students) felt that only little improvement was made on their narrative comprehension. Therefore, none of the students said that the strategy failed in improving the students' reading ability. The students' responses to the questionnaire can be seen in Table 6.

Furthermore, the students also give positive responses toward the implementation of the strategy. In giving response whether they like studying using this strategy, in Cycle 1, 69% of the students liked and 31 % of the students disliked the use of the strategy. After some revisions of the lesson plan and activities were made in Cycle 2, the students were more interested in reading activity. It was indicated by the fact that 88% of the students liked this reading activity. From this quantitative data, we see that the students responded more positively toward the activities in Cycle 2 (see Table 6).

Responding to question related to the improvement of students' confidence in reading English materials, in Cycle 2, 25 students (78%) argued that their reading confidence gained improvement. At the same time, only 7 students (21.8%) were not really sure about their reading confidence because they only felt a little improvement. The students' learning confidence in Cycle 2 was better than that in Cycle 1. Only 66% of the students stated clearly that they were more confident.

Stating the opinion whether the strategy helped their study, 24 out of 32 students in Cycle 1 stated “yes”. Then, in Cycle 2, 81% of the students (26 students) felt more improvement. Some students who said “no” were actually not really

sure about their improvement because they only felt little help from the strategy. The students (both in Cycle 1 and Cycle 2), therefore, said that the strategy was very useful to improve their learning achievement.

Table 6 Students’ Response towards the Implementation of Autonomous Strategy

| Description | Students’ Response in Cycle 1 | | | | Students’ Response in Cycle 2 | | | |
|-----------------------------------------------|-------------------------------|----|----|----|-------------------------------|----|----|----|
| | Yes | | No | | Yes | | No | |
| | f | % | f | % | f | % | f | % |
| In your opinion: | | | | | | | | |
| 1. Do you like this activity? | 22 | 69 | 10 | 31 | 28 | 88 | 4 | 12 |
| 2. Does this strategy help you to learn more? | 24 | 75 | 8 | 25 | 26 | 81 | 6 | 19 |
| 3. Do you feel more confident to read now? | 21 | 66 | 11 | 34 | 25 | 78 | 7 | 22 |
| 4. Is this strategy difficult to do? | 10 | 31 | 22 | 69 | 3 | 9 | 29 | 91 |
| 5. Can you use this strategy next time? | 27 | 84 | 5 | 16 | 28 | 88 | 4 | 12 |
| 6. Does this strategy need to be continued? | 23 | 72 | 9 | 28 | 30 | 94 | 2 | 6 |

Furthermore, the effectiveness of autonomous strategy was also strengthened by the statement of the permanent teacher. Based on the interview administered, she showed good responses towards the implementation of autonomous strategy in teaching reading. She considered the use of autonomous strategy was helpful to improve the students’ narrative comprehension and to enhance the students’ responsibilities toward their learning progress. The students’ dependency on the teacher and friends decreased because each of them had their own reading exercises to solve. Moreover, related to the application of the teaching strategy, she was confident that after reading the lesson plans and observing the teaching and learning process during the implementation of the technique, she would be able to apply it by herself in teaching monologue texts.

DISCUSSION

In general, the implementation of autonomous strategy improved the students’ reading comprehension. It can be seen from the scores obtained from the test. From the preliminary study, more

than half of the students (74%) got score below the criteria of success (77) because they lacked practice and motivation. However, after the implementation of autonomous strategy, both in Cycle 1 and 2, the students’ reading comprehension improved. While the students’ score in the preliminary study to Cycle 1 showed the mean score 73.06 and 80.96, in Cycle 2, the mean score obtained higher mean (83.95).

In relation to this, the improvement of the students’ reading comprehension through the implementation of autonomous strategy showed that the investment strategy given by the students during the implementation of the strategy played an important part. Beyond the influence of strategic investment, Brown (2001) claims that the success of language learning is influenced by the amount of time, efforts, and attention that the learner spends to learn and use the target language. The more the students interact with the language, the more opportunity for achieving the goals created. In other words, when the students made summaries of the stories they had read, they had to interact intensively with other students. In doing it, the students had to utilize their language

to allow the communication to happen and run well. Indeed, this is the goal of learning language; the students are able to communicate with others in contextual situation.

Moreover, the students' success in gaining better reading comprehension was also influenced by the autonomy given. Since the learning objectives depend more on the learners' choice, the students then could determine their needs. In addition, the use of pyramid as a media to publish students' narrative summary improved learning and developed positive attitude towards learning. The students were more active in practicing their reading because it made them understand the materials better. As stated in the findings, students liked the implementation of pyramid story they experienced. Most of the students stated that the process of production was not difficult and they did not find any problem.

In making pyramid story, students worked in groups of four. The students discussed the story and came up with a group decision of distributing the tasks among the members. Pertinent to this, Harmer (2007:166) states that group works encourage broader skill of cooperation and negotiation. It also promotes learners' autonomy by allowing the students to make their own decisions in the group without being told what to do by the teachers.

Furthermore, when the students were working in groups to construct pyramid, they participated actively in the learning process. They helped each other and distributed the job. Each of the members actively constructed the summary, made revision and decorated their pyramids. This notion is in line with Cahyono's ideas (1997:85) that learning English should be an active process in which the learners should actively create conscious efforts to practice the language and look for many chances to use the target language they learned.

Moreover, the findings also indicated that autonomous strategy also successfully improved the classroom situation. The students showed their active involvement on every teaching activity. The active participation was obtained because the proportion of teacher's talk was minimized so that the students could determine their own learning strategy. This was relevant with Harmer's (2007:394) suggestion that enabling the students to be better doer than the recipient of learning action is one way of helping to substance their motivation and involvement.

Concerning the students' independence character, the study revealed that the students were more autonomous than they were before the study was done. As previously stated, they worked more independently and were able to make their own decision without relying on the teacher. This is then in line with what Dafei (2007) and Suharmanto and Furaidah (2008) stated where autonomous learning builds students' independence.

To sum up, the teaching and learning reading using autonomous strategy could successfully help the students to improve their language proficiency in terms of narrative comprehension, active participation in the classroom and learning independence. It supported the previous studies related to the success of autonomous strategy in improving the students' language proficiency (Suharmanto & Furaidah, 2008, and Dafei's, 2007).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussion, several conclusions are presented as follows. First, based on the findings of the study, it could be concluded that the implementation of autonomous strategy was able to assisting the students in understanding narrative texts. The reading materials provided enable the students to make their efforts in order to practice their reading more. Thus, toward the imple-

mentation of this strategy the subjects of this study were able to demonstrate their responsibility to study and monitor their learning progress and learn from the mistakes.

Second, autonomous strategy could successfully help the students to develop their positive attitudes toward reading activities. In the preliminary study, the students' attitudes towards reading activities were not really positive. However, in Cycles 1 and 2, most of the students participated in reading activity well. They selected their reading materials eagerly and solved their own learning problems because each of the students was responsible for their own selected reading materials, no cheating or copying. Therefore, the autonomous strategy can encourage the students to be actively involved in the learning processes and practice their language sensibly.

In addition, toward the implementation of Cycle 2, the students felt more enjoyment in the reading activity, compared to Cycle 1. The students found one interesting activity to practice their reading. They could practice reading as well as enjoy the learning process. The students were more motivated to learn. In this case, the principle of fun but meaningful learning occurred.

Third, the autonomous strategy also helps the students to be more independent than before. In the preliminary study, they relied on teacher's supervision and were not confident. Toward the end of the study, most of the students felt more confident in facing reading class and most of them were ready to take charge of their own learning.

Suggestions

In order to improve the students' reading ability in comprehending narrative text, it was suggested that English teachers implement the autonomous strategy in teaching reading. This is because this strategy can help the students to solve the problem in comprehending narrative text

and be more responsible for their learning progress.

Moreover, to promote the students' learning achievement, the school needs to provide various reading materials in the school library. Both the teacher and students can use the materials to enhance the teaching and learning process. School should think about functioning one of the language laboratories as an English Self Access Center (ESAC). The school has two language laboratories that were rarely used for the teaching and learning activities (only to train the students' listening skill). Students can access the ESAC mainly on Saturday as an extracurricular activity. Most of the students were weak in all language aspects especially in understanding written texts due to the insufficient practice and unsuitable reading materials provided. Furthermore, the use of autonomous strategy to improve students' ability in understanding narrative text types is needed to be explored further. Further researchers need to implement the strategy to other types of monologue such as descriptive, narrative, procedure, report and recount.

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APPENDIX 1

The Students' Scores of Preliminary Study, Cycle 1 and Cycle 2

| No | NAME | Preliminary Study | Cycle 1 | Cycle 2 |
|--------------------|------|-------------------|--------------|---------------|
| 1 | MJ | 72.5 | 80 | 82.5 |
| 2 | YGP | 75 | 85 | 90 |
| 3 | ANS | 75 | 80 | 80 |
| 4 | DA | 72.5 | 75 | 80 |
| 5 | DATA | 75 | 82.5 | 87.5 |
| 6 | DATI | 72.5 | 87.5 | 87.5 |
| 7 | AK | 85 | 90 | 92.5 |
| 8 | DS | 75 | 85 | 82.5 |
| 9 | IRJ | 77.5 | 82.5 | 85 |
| 10 | YF | 67.5 | 75 | 75 |
| 11 | ASU | 62.5 | 75 | 80 |
| 12 | APC | 77.5 | 82.5 | 90 |
| 13 | OVT | 70 | 80 | 82.5 |
| 14 | MMAA | 87.5 | 95 | 97.5 |
| 15 | RCD | 75 | 82.5 | 82.5 |
| 16 | SW | 67.5 | 75 | 82.5 |
| 17 | NFB | 100 | 100 | 100 |
| 18 | SGP | 85 | 87.5 | 95 |
| 19 | IKW | 67.5 | 72.5 | 77.5 |
| 20 | NWW | 72.5 | 77.5 | 80 |
| 21 | OYAM | 60 | 70 | 75 |
| 22 | RIR | 60 | 70 | 72.5 |
| 23 | SEP | 50 | 67.5 | 75 |
| 24 | WW | 65 | 77.5 | 82.5 |
| 25 | FM | 82.5 | 87.5 | 92.5 |
| 26 | MER | 72.5 | 80 | 80 |
| 27 | AK | 72.5 | 80 | 80 |
| 28 | CKO | 62.5 | 77.5 | 82.5 |
| 29 | NL | 85 | 95 | 95 |
| 30 | TSK | 75 | 80 | 82.5 |
| 31 | AF | 67.5 | 75 | 75 |
| Total Score | | 2265 | 2510 | 2602.5 |
| Mean score | | 73.06 | 80.96 | 83.95 |