

Promoting learners' autonomy through listening log for teaching listening

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Abstract: Learners need to motivate themselves to be an autonomy learner. They must be active to find many efforts to increase their skill. In listening class, the lecturers need to stimulate the students' ability in listening skill by applying a sequence questions in form of Listening Log. From the listening Log, it can be illustrated the students effort to listen many listening passage from many sources and places. They do not only study by depend on the teaching and learning in a classroom. Based on the listening log, it can be seen that most of the students were aware about their responsible toward listening skill.

Keywords: Autonomy, learners' autonomy, listening log

Listening is one of the basic skills that must be owned by the 2nd language learners. Howard and Dunkin stated in Zhalehgooyan and Alavi (2014) that the process of listening needs the learners' capacity to understand and comprehended toward the speakers statements. The problem is most of the 2nd language learners cannot be used to drill themselves in order be a good listeners. They are too dependently to study about listening at campus.

In a conventional educational context, learning is likely perceived to happen if the teacher explains all the materials while students silently listen to the explanation. This notion leads to the high dependency of students towards the teacher, giving a limitation to students' ability as a human of being a creative and independent learner. Nevertheless, many learners may move into the variety of life contexts which can be unpredictable or unrelated with the field they already learned (Siemens, 2013:1). It requires students to be able to determine what they need to know, what skills they need to acquire, and how to acquire them in order to be able to solve problems and survive. Students are not supposed to rely on their teachers as "teachers cannot, and do not wish to, guide every aspect of the process of learning"

(Boud in Sari, 2017). Teachers need paying attention to dig the 2nd language learners to be autonomous learners. The idea of learner autonomy as an important aspect in learning has been discussed for decades. One popular definition of learner autonomy, written by Holec for the Council of Europe, is the “ability to take charge of one’s own learning” (Çakıcı in Kamilah, 2017). According to studies conducted in this area of interest, learner autonomy is crucial in learning activities at least due to several reasons. First and foremost, learner autonomy can strengthen learning motivation, as said by Little in Kamilah (2017) that an autonomous learner knows what to do to improve his learning motivation. Based on the previous description, the interaction between the teachers and learners must be matched. The teachers must be able to create atmosphere which the learners can motivate themselves to find their interest.

In the previous study researched by Aprilanita, Rachmawati 2017 argued that the implementation of autonomous’ learners in Reading had positive beneficial for the learners. In her study described the Socratic Method used as the way to motivate the learners’ autonomy in learning Reading. The students drilled by giving a critical answer for the sequence of questions. They had to find many sources as the references in a way to give good answers. In this research, the researcher has studied the listening learners to be autonomy learners by using Listening Log. Nuryantoro, 2014 deals that Log Book is the daily notes to record the students’ activities in the learning process.

Here, the teacher develops the students’ independence in learning listening. One of the beneficial things of log book is a media to check to learner’s process outside the class. So, the learners motivate themselves to find many sources as the references as effort to be good listeners.

METHODS

Qualitative methodology used by the researcher since one characteristic of this study is getting data that formed of description. Bogdan and Biklen in Wallen & Fraenkel (2009) stated that there are five characteristics of qualitative research, and one of those is qualitative data are collected in the form of words or pictures rather than numbers. Case study is as the approach because the object of this research is the 3rd students in English department especially in Listening class. The number of students was 32. Carrying 8 questions were applied to in the Log Book as the record of students’ activities outside the room.

FINDING AND DISCUSSION

After submitting the data from Listening Log, the researcher analyzed and found the following aspects:

Table 1. Agendas

Goal	<ul style="list-style-type: none"> a. 27 learners mention that the goals of practicing listening outside the class were drilling themselves to be more better in understanding what the native speakers said. b. 3 students mention that they goals were just follow what their friend did. c. 2 students did not mention their goals.
Source of Practice	Most of them said that they used podcast in different topics, TV channel, YouTube , and English song.
The Result (the information based on the passage)	<ul style="list-style-type: none"> a. Most of the students informed that they got information related with the name of the speakers, the profession, the number of speakers b. Only few students (6 students) informed the summary of content in the passages. c. It is also few students (5) mentioned the difficult vocabularies from the passage.
The place you got the practice	<ul style="list-style-type: none"> a. 23 students answered that they got practicing in their bedroom. b. 7 students told that they got practicing while they were in internet café c. 3 students said that they got practicing in their friend's home.
The Obstacles while you conducted practicing listening	Most of them said that the problems they found were the vocabularies, and the speakers speed in uttering the sentences. And also they said that they cannot be concentration while they listened the passage.

Table 2. The effort to Cope the Obstacles

At Home	They tried to be used to listen a western movie, and listening a western song.
In the Library	By reading aloud.
Other Places	They practiced in a Mall by goggling

From the findings above, it can be said that most of the students tried to will and force themselves to practice their creativity as a form of their autonomy learning. From their listening log, it can be described that they used their spare time outside the class to find other sources and practice to listen listening passage. Nunan (2000) stated that the importance of learner autonomy understood as the capability_ not an inborn ability _to govern and regulate one’s own thoughts, feelings, and actions freely and responsibly. It helps learners to find their individual learning styles, and start to believe in their own abilities and, finally, be autonomous learners. Generally “it highlights an important continuing role for teachers in promoting the psychological attributes and practical abilities involved in learner autonomy and in engaging students’ existing autonomy within classroom practice (Smith, 2008:2).

Their goals explained their motivation in developing their listening ability. Their effort to dig motivation can develop their autonomy in listening subject. It can be noted that the effort to find the sources of practicing from many media. This way described the be a beneficial for the students because they can drill their ability in listening. They can restate the passage by their words to create an understanding and of course they can add the vocabularies and comprehension toward the native speaker statement. Besides, the effort of being autonomy has been illustrated by places their spare to enjoy their listening. They chose a proper place to keep enjoying the passage.

CONCLUSION

The results of this study call for a step forward towards a teacher-student cooperation in designing syllabuses, doing course planning, and classroom activities. Mostly students were not inclined to reject the traditional way of teaching English. The results of the study show students tendency to well-planned combination of communicative and non-communicative activities that will enhance both effective teaching and learning at different fields. It should be noted that the findings should feed into classroom practice, and provide guidance for materials and syllabus revision and a pedagogical framework for developing learners’ autonomy. So

considering the results of current study, it is inappropriate for teachers to ignore learners' needs in their classroom instruction.

Teachers should guide students and demonstrate techniques they can use to process the foreign language learning. They should be aware of the student's anxiety created by a tense classroom environment. In short, teachers need to create a pleasant, relaxed atmosphere in the classroom and provide more opportunities for learners to practice in interactive group activities in order to reinforce the positive experience. Generally teachers should give them some ideas about how to be a good language learner by taking risks and using every opportunity to learn. As Kumaravadivelu (2003) has pointed out, "teachers must seek not alternative methods, but an alternative to methods". Such an alternative would be based on their experience and awareness of learner needs.

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