

CHAPTER II REVIEW OF RELATED THEORIES

This chapter is consist of Definition of Speaking, Aspect of Speaking, Types of Speaking, Definition of Independent Learning, Independent Learning Skills, Advantages of Independent Learning, Definition of Autonomous, Level of Autonomous, and Previous Study

A. Speaking

1. The Definition of Speaking

Speaking is one of the skills in English that is very important in our life, because we used speaking to have conversation, expressing our idea, or expressing our feeling. Proven by numerous definitions and meaning offered by established experts. Bailey (2005), for one, stated that Speaking is “an interactive process of constructing meaning that involves producing, receiving and processing information, often spontaneous, open-ended and evolving, but it is not completely unpredictable.”(p.2). Richard (2006) stated that in speaking, speaker needs to produce and communicate fluently, and accurately. Therefore, the speaker must be truly able to speak well without convoluted so that the listener is able to accept the information.

According to Chaney (1998:13) speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Meanwhile, Brown (1994) Burns & Joyce (1997) points out that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and

meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Nunan (in Kayi, 2006:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context (Chaney, 1998:13). In other explanations also explained that there are two types of speaking. Brown (2001:251) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption.

From the definitions of speaking above, the researcher concludes that speaking is the ability to produce the language and sharing information with others.

2. Aspect of Speaking

Not everyone can speak English well, especially those who are not native speakers. In the learning process also requires patience and a long time. Speaking English is not just talking freely, there are several aspects that must be really considered so that we are able to speak English correctly and our interlocutors can understand well what we are talking about. these aspects include vocabulary, grammar, pronunciation, also fluency and accuracy.

a. Vocabulary

Vocabulary is one of those aspects that should be paid attention when people make a conversation, because if they have a lot of vocabulary, then it will be easier for them to have a conversation and also help them to understand what their interlocutors say. In another sense, explained that vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mehring, 2005, Carpenter & Olson, 2011). Learning vocabulary is important because it is needed by learners to acquire a lot of words so they can use the vocabulary in any needs especially academic needs (Komachali and Khodareza, 2012). Based on the previous explanation, you can understand your interlocutors well with mastering vocabulary.

b. Grammar

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. For many students, grammar is considered a difficult and unattractive subject. They do not like learning grammar and therefore they cannot have good achievement in learning it. Even students who have learnt grammar for some years in college still get difficulty to construct good and correct sentences. According to Brinton (2000: 8) grammar is a set of rules or principles of the working of a language, its system or structure. While Yule stated that grammar is the process of describing the structure of

phrases and sentences by considering its order in a language (2006: 74). In the other word, grammar is a rule that must be understood to make good sentences.

c. Pronunciation

Pronunciation is also a very important aspect. Without mastering the pronunciation well, a person will certainly find it difficult to make the other person understand about what he is talking about. There are definitions of pronunciation by experts. First according to Dalton and Seidlhofer (2005), pronunciation as “the production of significant sound in two senses”. The second meaning is the way in which a particular person pronounces the words of a language. Second Kelly (2000) states “the pronunciation is when we use all the same organs of speech to produce the sounds in particular a way”. Third Oxford Advanced Learner’s Dictionary (2005:1164), pronunciation is “the way in which the language or a particular word or sound is pronounced”. In short, pronunciation is how a word is pronounced by the speaker when they speak up or do some conversation with their partner.

d. Fluency and Accuracy

Fluency and accuracy are interrelated with each other, in terms of conveying information so that listeners are easily understood. Good speaking fluency makes one’s English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. It also provides more effective communication due to the absence of speaking

disturbances. According to Luoma (2004:88), fluency is about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and also the absence of disturbing hesitation markers. In addition, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations. In the other word, people who can speak in foreign language fluently without any difficulties, its mean they have good fluency and accuracy.

3. Types of Speaking

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, as for:

a. Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speech, lectures, readings, news broadcast, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b. Dialogue

It is different with monologue, Nunan says that dialogue is the speaking that involves two or more speakers. The interruption

may happen in the speech when the interlocutor does not comprehend what the speaker say. Pieczka (2011) and Wierzbicka (2006) also conceive of dialogue as a general orientation. According to Wierzbicka, dialogue “requires a particular set of assumptions, motivations, attitudes (to the subject matter and to one’s interlocutors), and a particular modus operandi (including a willingness to accept an extended time frame)” (p.700). In short, dialogue need more requirement to be done than monologue.

B. Independent learning

1. Definition Of Independent Learning

As is the case with many terms commonly used in higher education learning, such as ‘critical thinking’, ‘independent learning’ can mean different things to different people, in different disciplines and in different cultures. Therefore, it is important that this pivotal concept is explained to students so that they know what is required of them within their new context and discipline.

The Higher Education Academy (HEA) has found that there are some different meanings of ‘Independent Learning’ in China. 'Independent learning' was translated differently on a poster in a school they visited in China. The school had borrowed their list of 'good learning behaviors' but had translated independent learning as 'learning on your own and not distracting or talking to others around you'.

This point reinforces the need to be explicit about what precisely students are expected to do and achieve.

Most adult learning theory (e.g. Freire, 1972; Knowles, 1990; Mezirow, 1991) and the concept of independent learning itself should be acknowledged as being predominantly 'Western'. Trahar (2007) gives a personal and academic account of the implications of this on teaching in an international landscape including the potential for a lack of sensitivity to diversity, cultural inviolability and false universalism.

Recognizing this and using Forster's (1972) definition of independent learning, it can be seen quite broadly to encompass a variety of situations and contexts where students are interpreting and scaffolding new knowledge and skills independently from those around them. However, this may include situations of group learning where activity may be collaborative and individual learning outcomes similar (or different) but each reached independently. Considered in this light, independent learning does not need to be seen only in terms of learning in 'isolation' but also within a community of learners

Independent learning is an independent learning which is conducted by the students out of their study hours in the college in order to get more supporting and comfortable situations in order to understand the learning materials. In this case, independent study is one of the factors that can promote the students English mastery. Philip Candy, in the now

classic text 'Self-direction for lifelong learning' (1991), quotes Forster (1972) to define independent learning/ study:

1. 'Independent study is a process, a method and a philosophy of education: in which a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation;
2. It includes freedom of choice in determining those objectives, within the limits of a given project or program and with the aid of a faculty adviser;
3. It requires freedom of process to carry out the objectives;
4. It places increased educational responsibility on the student for the achieving of objectives and for the value of the goals'.

Based on the previous explanation, we can conclude that independent learning can be identified by students' effort that they used to solve their problem in learning process outside of class. Independent learning does not mean working on your own. You may well find that you share a problem with another student on your course or even in another discipline. Working with someone else, encouraging each other and talking through difficulties may be the most effective way of working independently. If you have a problem, explaining it to someone else can help to clarify issues for you. Explaining a concept to someone without shared background knowledge is a very good way of making sure you understand the full implications of the concept. From the description in the precious sentences, the researcher was interested in analyzing the

independent study activities which were done by the non-English Department, IAIN Tulungagung on learning English, especially in speaking skill.

2. Independent Learning Skills

Bill Meyer (2008) identified a number of skills that students needed to acquire in order to engage successfully in independent learning:

- a. Cognitive skills: such as being able to construct informal rules for solving problems; classify objects according to given criteria; form hypotheses; and reason logically. The review authors suggested that these skills were important for creating 'learner readiness'. An early years study cited in the review concluded that by the age of seven, with the right assistance, students are generally able to hold an internal dialogue using 'thinking language'.
- b. Metacognitive skills: the review found evidence that Year 6 students were able to describe how they learn, and to identify key activities essential for learning such as listening, remembering, applying previously learnt knowledge and using formal strategies. One group of students specifically referred to the 'look, cover, write, check' strategy. Other studies highlighted the importance of students being able to reflect on what they had done, monitor their progress and use self-

assessment in order to take responsibility for their own learning.

- c. Affective skills: these skills are related to managing feelings. Studies in the review identified motivation as the most important affective attribute in relation to independent learning. One study suggested that another important affective skill, which is related to motivation, is ‘delay of gratification’. This refers to the ability to wait for achievement outcomes.

According to Zimmerman (2008) Independent learning skills may also look very different, depending on the faculty a student is enrolled with. Perhaps ironically (at least semantically) it is our argument that students should not be left to independently learn how to become independent learners. Fine-tuned skills in planning, organization, self-instruction, self-monitoring, and self-evaluation that support positive learning outcomes can be, and should be, explicitly taught in the formal curriculum. Students, with the help of faculty staff can begin the gradated shift from dependent to independent learning. In providing this instruction, academics would be fulfilling their role in terms of Meyer et al’s external element of independent learning – establishing an enabling environment for our first year students.

3. Advantages of independent learning

The advantages of independent learning are well documented.

Based on Julie DeNeen (2013), here are a few of independent learning;

a. Learn how to learn.

There is a difference between regurgitating materials on an exam vs. understanding the process of learning. Students who aren't given the opportunity for independent learning don't acquire the skill of HOW to learn and how to examine a principle from multiple angles. The teacher stands in the way of the student's natural curiosity.

Students who given a chance to do independent learning they will be able to learn their lesson well. They will got more information than they got in the class by their own way.

b. Independent learning focuses on the process and not simply the goal.

The process of learning is an exciting adventure that can be interrupted when the primary focus of the classroom is on the goal. We can learn from famous inventors whose failure in the process became the seed for amazing success down the road.

Not only focus on their goal, students will be able to focus to their study process. Although in the process they will discover some failure, it can help them to reach their success.

c. Flexibility for different levels of intelligence.

Not every student is going to work at the same pace. A facilitator in the classroom can oversee the environment so that each student can work at their own pace and timing.

Different students will certainly differ in their ability to understand the material provided by the teacher. There are some students who are able to understand the lesson easily, but there are also students who have difficulties to understand the lesson when they study in the class. Hence, independent learning can be helpful for students to study with their own pace and timing.

d. Independent learning includes time management and other life skills.

Traditional classroom environments can hamper a child's ability to function in the real world where deadlines, distractions, and other obstacles are in the way. Bosses on the job don't act like teachers.

Students can be sure to stumble on some problem when they do independent learning. They will find some distraction from their environment. Nonetheless, they have to focus on their goal of study.

e. Office areas are not like pristine classrooms where everything is methodical and routine.

Independent learning requires the student to develop other secondary skills like planning and making priority lists and deadlines to achieve their goals. They must also learn how to deal with distraction effectively.

Students who do independent learning, it does not mean that they can study leisurely. They have to focus and keep their goal on track.

f. Passion and curiosity cement learning.

Can you imagine the difference in motivation if you allowed a student to research a topic that truly piqued his or her interest? Motivation to climb over obstacles is far easier to muster when the student is allowed to choose what educational mountain to tackle first.

Student will study more actively and motivated if the learning topics are in accordance with their passion. Their curiosity will arise and in a short time, they can understand the topic well.

g. Internal satisfaction.

The world isn't going to cheer us all on always. When things get tough, those who don't quit are the ones who are determined to rely on their own sense of satisfaction and not someone patting them on the back. Students who have a facilitator

rather than a teacher will come to depend on themselves for a job well done.

In other words, students who succeed with their own efforts will be more satisfied with the good results they get.

h. Independent learners are more aware of their own strengths and weaknesses.

A weakness is only as dangerous as the level of ignorance the person has about it. Independent learning forces students to grapple with both their strengths and weaknesses through the educational process.

Students can be well aware about the level of their abilities and weaknesses with independent learning. Furthermore, they must be able to cope with more effort in learning.

i. Students learn how to educate others.

If a facilitator invites the student to plan the lesson, then he or she is also learning about how to teach someone else. What good is genius locked up inside of someone who has no idea how to communicate to others?

Independent learning not only makes it easier for students to learn and expand their knowledge in their own way, but also trains them to be able to communicate well.

j. Students can self-critique more effectively.

When the process is part of the goal, failure isn't quite so scary. When the fear of failure disappears, it is much easier to learn the art of self-critique. Traditional teachers and classrooms make little room for failure as everything is based on grades and exams.

Self-criticism and understanding of personal abilities will be easier for students if they do independent learning. They will also be able to know what they need to improve to achieve their learning goals.

k. Resourcefulness.

Learning is not always a straight path. Oftentimes it is a messy walk in the woods with a lot of detours. Independent learners are ready and capable of navigating the process whereas pupils that are fed information from the teacher will get discouraged when they venture out on their own.

Based on the previous explanation, by doing independent learning students will not be confused or panicked if one day they find a difficulty in learning, because they already have a source of knowledge that they obtain in their own way.

C. Autonomous

a. Definition

Autonomous learning is as important as independent learning. Holec's (1981) definition of learner autonomy has proved remarkably robust and remains the most widely cited definition in the field. Variations on this definition abound. 'Ability' is often replaced by 'capacity' (a term used by Holec elsewhere), while 'take charge of' is often replaced by 'take responsibility for' or 'take control of' one's own learning (terms also used by Holec). The key element in definitions of this kind is the idea that autonomy is an attribute of learners, rather than learning situations (cf. Dickinson 1987: 11). The strengthening of this view, based on the assumption that learners do not develop the ability to self-direct their learning simply by being placed in situations where they have no other option, is one of the more significant developments in the definition of learner autonomy over the past 30 years.

In contrast, Little (1991) placed psychology at the heart of learner autonomy. In one interesting recent definition, Little (2000a: 69) combined Holec's definition with his own: Autonomy in language learning depends on the development and exercise of a capacity for detachment, critical reflection, decision making and independent action (see Little 1991: 4); autonomous learners assume responsibility for

determining the purpose, content, rhythm and method of their learning, monitoring its progress and evaluating its outcomes. (Holec 1981: 3).

b. Levels of Autonomy

In the late 1990s a number of writers sought to operationalize the notion that autonomy is a matter of degree. Nunan's (1997: 195) attempt involved a model of five levels of 'learner action' – 'awareness', 'involvement', 'intervention', 'creation' and 'transcendence' – which could inform the sequencing of learner development activities in language textbooks. These levels also involved dimensions of 'content' and 'process'. At the awareness level, for example, learners would be 'made aware of the pedagogical goals and content of the materials', 'identify strategy implications of pedagogical tasks', and 'identify their own preferred learning styles/strategies'. At the transcendence level, learners would 'make links between the content of classroom learning and the world beyond' and 'become teachers and researchers'.

The difference between autonomous learning and independent learning is that autonomous learning there is teacher interference, in this regard, teacher gives instruction to the students. While in independent learning is pure from students. They have control in learning and the flexibility of time and place of study.

D. Previous Study

This point presents some of the studies conducted by several researchers, it is intended to find gaps between the present study and the previous study.

- a. Rahayu (2015) conducted a study entitled “Independent Study For Improving English Skills of Non-English Department Students” . This article is concerned with the analysis of an independent study in improving English proficiency of students of non-English Department in FKIP University of Pasir Pengaraian on the basis of a recent study. The aspects explored in the study covered activities done by the students in their independent study and their proficiency.

Generally, independent study can be conducted anywhere and at anytime by using any supporting sources such as language laboratory, library and Self Access centre. The research employed the descriptive qualitative design and the instruments used in collecting the data were a set of questionnaire and tests. The data analysis covered preparation and data implementation.

The findings showed that the activities of independent study done by non-English department students were reading English newspapers and magazines, listening to the radio especially English programmes, watching videos, and making use of language laboratory, library, self-access centre. The finding also provided the evidence that the students’ English proficiency showed significant improvement

- b. Kulsum (2017) conducted a study entitled “Improvement of Learning Independence and Learning Outcomes on Textile Course through Hybrid Learning Model”. The purpose of this study is to find out the relationship between learning independence and learning outcomes, as well as to determine the effect of hybrid learning on students’ learning outcomes.

The design used in this study was Non-Equivalent Control Group Design, consisting of four treatment groups with various proportions of hybrid learning, three of which respectively were 50%, 60%, and 70%, while another group was a conventional group. This conventional group performed as the control group. The sample of this study was 104 students of the 10th grade of Vocational High School majoring at Fashion study program.

The data were collected using questionnaires and knowledge test, and analysed using Anacova technique. The results of this study showed that (1) the significance of the relationship between learning independence and learning outcomes was 0.000, (2) the significance of the effect of hybrid learning on learning outcomes was 0.037, and (3) the highest average learning outcome was obtained by the treatment group with the proportion of hybrid learning of 60%.

The results of this study showed that (1) the significance of the relationship between learning independence and learning outcomes

was 0.000 (relatively smaller ($<$) than 0.05), indicating that there was a significant relationship between learning independence and learning outcomes; (2) the significance of the effect of hybrid learning on learning outcomes was 0.037 (relatively smaller ($<$) than 0.05), indicating that there was a significant effect of hybrid learning on learning outcomes.

Moreover, the study results also suggested that (1) the hybrid learning of the first treatment group made an effect on learning outcomes with the significance of 0.277; (2) the hybrid learning of the second treatment group gave an effect on learning outcomes with the significance of 0.054; (3) the hybrid learning of the third treatment group made an effect on learning outcomes with the significance of 0.012; while (4) the hybrid learning of the fourth treatment group had an effect on the learning outcomes with the significance of 0.

The analysis results showed that the average learning outcome of the first group was 73.46. In another side, The second group reached the average learning outcome of 77.12, while the third group reached the average learning outcome of 69.81. Lastly, the fourth group obtained the average learning outcome of 53.65. Thus, it can be concluded that the second treatment group with the proportion of hybrid learning of 60% achieved the highest average learning outcome.

c. Wong (2013) conducted a study entitled “Developing Independent Learning Skills for Postgraduate Students through Blended Learning Environment”. She investigates the relevance and suitability of enhanced teaching, learning and assessment (TLA) activities within the BLE and evaluates how these can help postgraduate students to become independent learners at Glasgow Caledonian University. The existing TLA activities of Building Assessment module were reviewed, curriculum redesigned and constructively aligned to learning outcomes. An online survey was carried out to evaluate the appropriateness of TLA activities in developing students’ independent learning skills. Students’ responses on their preferences for module delivery were investigated. Success of TLA activities depends on students’ experience and their familiarity with these activities. Most students agreed that, the use of formative assessment and learning technologies in the BLE was able to develop their independent learning skills; however these activities should be designed and structured properly, with learning supports provided by tutors.

The previous study above is different from the present study in terms of (a) participants or data sources, (b) research design, which is presented in the following table.

Tabel 2.1 The gabs between the previous studies and the present study

No.	Researcher Name and Research Title	Similarity	Difference
1.	Pipit Rahayu: Independent Study For Improving English Skills of Non-English Department Students	1.Researching about independent learning for non-English department student 2.The formulation of the problem is similar	1. Different data sources
2.	Kulsum Umi, Kustono Djoko, Purnomo: Improvement of Learning Independence and Learning Outcomes on Textile Course through Hybrid Learning Model	1.Researching about independent learning	1.Different data sources 2.The formulation of the research problem is different
3.	Ing Liang Wong: Developing Independent Learning Skills for Postgraduate Students trough Blended Learning Environment	1.Researching about independent learning 2. Online survey	1.Different data sources

