PROCEEDING

International Seminar 2016

"Gender Perspective of Multiliterate Development in the Era of ASEAN Economic Community"

Jakarta, 27 - 28 April 2016

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UNIVERSITAS PENDIDIKAN INDONESIA

USAID PRIORITAS :
Mengutamakan Pembaharuan, Inovasi, dan Kesempatan
bagi Guru, Tenaga Kependidikan, dan Siswa

PROCEEDING
"GENDER PERSPECTIVE OF MULTILITERATE DEVELOPMENT IN THE ERA OF ASEAN ECONOMIC COMMUNITY"

KATA PENGANTAR EDITOR

Assalaamualaikum Warahmatullahi Wabarakatuh.

Dengan suka cita kami tim editor seminar internasional," Pengembangan Multiliterasi yang Berperspektif Gender di Era MEA," mempersembahkan proseding bertajuk, *"Gender Perspektive of Multiliterate Development in Economic Community ASEAN Era"*

Ucapan terima kasih yang tidak terhingga, atas sumbangan naskah baik dari keynot speakers maupun dari penyaji/pembentang Indonesia dan Malaysia.

Buku proseding ini memuat 86 judul artikel, yang berfokus pada kajian literasi bahasa dan gender, literasi teknologi, literasi media, literasi sains, literasi sosial& PKn, literasi usia dini, dan literasi bagi anak disabilitas.

Dalam penyusunan proseding ini, tentu tidak lepas dari kekhilafan dan kekurangan. Untuk itu segenap dewan editor, memohon maaf serta kritik dan saran yang membangun agar proseding ini bermanfaat bagi semua pihak.

Semoga tujuan penyusunan proseding ini, yakni pertukaran informasi dan strategi pendidikan multiliterasi berbasis gender dapat mencapai sasarannya serta dapat diimplementasikan pendidik di tempat tugasnya masing-masing. Lebih jauh lagi semoga hasil seminar antarbangsa ini berkontribusi bagi masyarakat Indonesia yang multiliterat, berkemajuan, dan berperadaban tinggi. Amin.

Bandung, 27 April 2016

Salam hormat dewan editor:

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PROMOTING AUTONOMY IN LANGUAGE LEARNING

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Abstrak
Artikel ini bertujuan membahas konsep dan implementasi kemandirian dalam belajar bahasa. Penerapan konsepini diharapkan dapat memberi kesempatan mahasiswa agar secara aktif terlibat dalam proses belajar, daripada hanya pasif dan tergantung pada dosen. Hal ini sangat penting untuk mendukung proses belajar yang berkelanjutan dan membantu mereka menjadi mahasiswa terampil dan mandiri.

Kata kunci: *kemandirian, belajar bahasa, mahasiswa*

INTRODUCTION

In current pedagogical practices, teachers have only been transferring information to the learner and directing the whole learning process. As a result, learners will be passive and unlikely develop the necessary skills by themselves after they pass the period of study in formal education, or even after they step out of the classroom.. To prevent this situation, formal education has to provide a kind of learning which offers the students with the necessary skills to learn outside classroom. This is important since learners need to learn independently after they pass out of formal education. Boekaert (1997) stated that it is important to teach the skills to learn independently since they help the learners to up-date their knowledge after they leave school. Moreover, the the globalization era demands the learners to be as dynamic as the growth of this world. The skills that the learners obtain from formal education may not be enough to face the changing circumstances. It suggests that education has to promote autonomy in learning to produce autonomous learners who are able to educate themselves to face the globalization era. Besides giving the learners opportunity to educate and develop themselves, autonomous learning is considered effective and efficient in language learning Dafei (2007) claims that developing autonomous learners is important because of its efficiency. The teacher must provide appropriate learning activities that enable the learners to develop and enforce their learning outcomes. At this point, the teacher applies what is called autonomous learning in which the learning process helps the learners to be more independent or autonomous. In the context of language learning, autonomous learning was considered as effective learning. Benson (2001) states that when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live.

DISCUSSION

1. Concept of Learning Autonomy

Learning autonomy is defined as "the ability to take charge of one's own learning" (Holec 1979). To take charge of one's own learning is elaborated as "to have and to hold, the responsibility for all the decisions concerning all aspects of learning". It consists of the responsibility for determining the objectives, defining the contents and progressions, selecting methods and techniques, monitoring the procedure of acquisition, and evaluating what has been acquired". This definition points out that autonomous learners are able to direct their own learning by making all the significant decisions concerning its management and organization. Furthermore, it relates with critical reflection, decision making, and independent action.

Following the above definitions, Benson (2001) adds a social aspect in the definition of autonomy. Therefore, the description of autonomy should at least meet the importance of three levels at which learner's controls may be trained: "learning management, cognitive processes and learning content" (Benson, 2001). Control over learning management points to the behaviors the learners employ to handle the planning, organization, and evaluation of the learning (Benson, 2001). Nunan (2000) describes management as behaviors related to time allocation, making plans and developing one's own learning contracts. In this regard, the behaviors are closely related to the metacognitive strategies. Control over cognitive process concerns with the psychological factors underlying the control of learning management (Benson, 2001). It is assumed that the controlled cognitive processes constitute the controlled behaviors, either the process or the content of learning (Little, 1991, cited in Benson, 2001). In this viewpoint, the control of cognitive processes contributes an essential role in enhancing autonomy in language learning hence.

The next aspect of learning autonomy is control over learning content. Controlling learning content conveys the challenge for the students to decide what they want to learn to reach their learning goal (Benson, 2001). The levels of control are clearly interdependent. Effective learning management depends upon control of the cognitive processes involved in learning, while control of cognitive processes necessarily has consequences for the self- management of learning. Autonomy also implies that self- management and control over cognitive processed should involve decision concerning the content of learning (Benson, 2001). As to the control over learning content, Littlewood (1999) proposes two kinds of learning autonomy, namely proactive autonomy and reactive autonomy. Proactive autonomy is somewhat idealistic in the effort of promoting autonomy in language learning. It indeed suggests that the learners regulate both the direction and the activity of learning. Given this respect the learners are as "the locus of causality towards their learning" (Littlewood 1999). Proactive autonomy is regarded to be in accordance with the clarification of ideal autonomy articulated by Holec (1979) that the learners are able to determine the objective, select technique and method, and evaluate what is learned in order to take charge of their learning. Thus, the clarification appears to be the main key for proactive autonomy. In short, the ideal form of autonomy lies in the total involvement of the students in their learning. Reactive

autonomy, on the other hand, requires the students to regulate the activities when the direction is set by external authority (Litlewood, 1999). However, it also functions as an initial step to achieve the ideal learning autonomy for autonomy is a continuum process. Meaning to say, the reactive autonomy seeds the proactive autonomy. In this kind of autonomy, the teacher provides the students with stimulus, through establishing the goal, procedures, and the materials. Yet, once the stimulus is determined, the students are given an opportunity to organize the resources that support them to achieve the determined goal (Benson, 2001).

2. Characteristics of Autonomous Learners

Based on the definition of learning autonomy, there are agreements that autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning, share in setting of learning goals, take initiatives in planning and execute learning activities, and regularly review their learning and evaluate its effectiveness (Dafei 2007). Having same idea as Dafei (2007) Leni Dam (1990 cited in Thanasoulas, 2000) adds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and set goals, chooses materials, methods and tasks, exercises choices and purpose in organizing and carrying out the chosen tasks, and chooses criteria for evaluation Therefore, autonomous learners principally are able to self- determine the overall direction of their learning, become actively involved in the management of learning process, and exercise freedom of choice in relation to learning resources and activities (Nunan, 2000).

3. Fostering Autonomy in Language Learning

Dafei (2007) states that autonomy in learning is more effective than non autonomous learning. In other words, the development of autonomy implies better language learning. It means that autonomous learner will be more successful than non autonomous learner. Since autonomy is not directly inborn, it needs exercise to achieve it. "The ability is not inborn but must be acquired either by natural means or by formal learning i.e. in a systematic, deliberate way" (Holec, 1979). Furthermore, Thinking as a goal of language education, Benson (2001) states that teachers and educational institution should attempt to foster autonomy through the practices that allow the learner to engage the learning approach in which the capacity can be developed. In principle any practice that encourages and enables the learners to take greater control of any aspect of their learning can be considered a means of promoting autonomy (Benson, 2001). Little (2004) stated that the development of autonomy in language learning is governed by three basic pedagogical principles. First is the learner involvement. It means that learning gives opportunity to engage the learners to share responsibility for the learning process. It involves the affective and metacognitive dimension. Second is the learner reflection. It means that learning has to help the learners to think critically when they plan, monitor and evaluate their learning. It involves the metacognitive dimension. Third is the use appropriate target language. It means that learning has to use the target language as the principal medium of language learning. It involves the cognitive and metacognitive dimension (Little, 2004).

4. Implication of Autonomous Learning

Since autonomous learning is a learning in which the students' autonomy is exercised, this learning gives much opportunity to the students take grater control of their learning. Consequently, there are changes of the learning in form of the learners' roles, the objectives of the learning and the teacher's role in learning (Holec, 1979).

   a. The new Role of Learner

Since autonomous learning gives the learners greater control of learning, learners play much role in determining their own objectives and contents by making choices based on personal criteria.

   b. The new Role of Teacher

Dewey (1996 cited in Benson, 2001: 26) teacher's role was not to direct the process of learning, but to act as a guide for learner's own self-directed effort. Voller (1997 cited in Benson, 2001: 171), in a detailed review of the literature on teacher roles in autonomous learning provides three roles of teacher. They are facilitator, counselor and resources. As a facilitator, the teacher is seen as providing support for learning, as counselor, the emphasis of the teacher's role is placed on one to one interaction and as resource, the teacher is seen as a source of knowledge and expertise.

   c. The New Role of Objective

Since autonomous learning is intended to practice the students' control over their learning, the objective of the learning will be the learners' objectives. Students decide their goal based on their need (Holec, 1973).

Here the writer would like to exemplify the implementation steps of learning autonomy in reading classes. The students are to use metacognitive strategies in the learning process by constructing learning plan, reflection, and evaluation.

1. Students are introduced with the syllabus including the learning goals, assignment, and work submission schedules. The assignment consists of summarizing and synthesizing the article they select.
2. Students organize their own learning in by making a learning plan. It consists of the topics, the goals, the strategies to achieve the goals, the challenges and difficulties they may encounter, and the solution.
3. Students independently work on the plan. They find the article by themselves, share it to their friends, and consult it with the teacher if necessary. Finally, they hand in the report in the form of summary and synthesis.
4. Students are given opportunities for consultation.
5. Students evaluate the learning process in the form of reflection to share with the teacher.

CONCLUSION

Based on the discussion, autonomy in language learning can be implemented by integrating metacognitive strategies. The four main steps employed to implement autonomous learning are 1) introducing the goal and the tasks, 2) inviting the students to make learning plans, 3) allowing the

students to work on their plans, and 4) evaluating their own learning by using reflection. The metacognitive strategies are elicited from the students learning plans which consist of learning goal and strategies, reflection, and evaluation. Autonomy in language learning is implemented to develop the students' structured freedom in both developing control over learning management and control over learning content.

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Certificate

Awarded to

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as

Presenter

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