

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories of research variable which applied in this research. It describes autonomous learning, speaking skills, and strategies to learn speaking autonomously. The last part presents some previous research relevant to this research.

A. Autonomous Learning

Benson and Voller (1997) stated various perspectives on autonomy, which refers to taking charge of one's learning in language education. These perspectives can be categorized into five distinct ways. Firstly, autonomy can be seen when learners engage in independent study. Secondly, it is a skill set that can be learned and applied in self-directed learning. Thirdly, it signifies an innate capability that formal education systems may hinder. Fourthly, it indicates learners' responsibility for their learning process, demonstrating their accountability. Lastly, it represents the entitlement of learners to determine the path of their learning journey.

Some experts suggest that autonomy, also called 'independence' and 'language awareness', self-direction, and pedagogy, are synonyms (Wermke & Salokangas, 2015). According to Zimmerman (1998), learners who can regulate their learning process are strategic. These learners acquire knowledge through positive experiences, observing others, receiving verbal encouragement, and maintaining a positive physiological state. Eventually, they develop their self-

regulatory skills to the extent that they become self-regulated learners and assume responsibility for their learning.

Student autonomy in learning is not merely about independent learning but cooperation. Typically, students engage in self-study when given assignments or homework by teachers. They are motivated to take charge of their learning to avoid any potential reprimand from the teacher. On the other hand, independent learning is not a teaching method imposed by educators but rather a personal capacity and willingness to assume control over one's learning based on individual needs and objectives. According to Dam (1995), autonomy in language learning is characterized by the desire to take ownership of one's learning process to fulfill personal needs and goals. This entails the ability and readiness to work independently and collaboratively, demonstrating social responsibility (Finch, 2002).

According to Holec, as cited in Bravo et al. (2017), autonomy is the capacity of language learners to handle their learning using effective methods to achieve the desired language proficiency objective. Some of the techniques chosen by independent language learners include: (a) finding a practical learning methodology; (b) setting learning objectives; (c) deciding on learning material and pace; (d) tracking the learning process; and (e) objective evaluation of learning achievements. In sum, autonomy is the capacity to make one's own decisions.

According to (Kim 2018), autonomy in language learning means taking responsibility for learning and developing positive attitudes towards independence, choice, decision-making, and critical reflection. Autonomous

learning is an increase in knowledge, skill, accomplishment, or personal development that an individual chooses and achieves through their efforts using any method in any circumstance at any time (Mahmud, 2017). In addition, Kim (2018) states that autonomy in language learning means taking responsibility for learning and developing positive attitudes toward independence, choice, decision-making, and critical reflection. To sum up, autonomous learning is when learners take responsibility for their learning process, set goals, choose language learning strategies related to their styles, monitor progress, and evaluate their successful acquisition.

As cited in Howlett and Wamusa (2019), Holec argued that learner autonomy is the ability to take charge of one's learning" and the capacity to behave in a learning situation. Therefore, Dewi, Marhaeni, and Ramendra (2019) supported the idea that learner autonomy has been defined as the capacity for action and independent learning, and learners 15 take responsibility for learning and share decisions and initiatives that shape and direct the learning process.

Moreover, Padmadewi et al. (2019) also claimed that autonomous learners take responsibility for their learning and knowledge to be held accountable for all decisions involving all aspects of that learning. In sum, the autonomous learner is the one who can set their own learning goals. Learner autonomy extends to several uses, such as circumstances in which students can study independently and a collection of skills that can be acquired and adapted to self-directed learning. This inborn ability is suppressed by formal education, the exercise of the duty of learners to learn on their own, and the right of learners to decide the course of their learning.

B. Speaking Skills

According to Kayi (2006), speaking is an important aspect of the learning process. The aim of learning a new language is to educate students so they can proficiently convey their thoughts with significance in their lives. "Speaking involves the capacity to articulate a series of ideas smoothly." Speaking is the main skill in communication, and it is needed in every activity.

Efrizal (2012) States that speaking is a means of conveying ideas and thoughts orally through communication. He also states that speaking is a form of communication that enables individuals from diverse nations to communicate easily. Speaking is a critical skill in English because it facilitates clear comprehension of oral explanations.

Students are anticipated to possess proficient speaking skills as they have been studying English for several years in school and have participated in numerous oral activities both within and outside the educational environment. However, in practice, many may need help communicating effectively and accurately due to a deficiency in essential knowledge (Richards, 2008). Speaking can be directly and empirically assessed as it is a skill involving production, and learners are deemed to exhibit proficient speaking abilities when they have mastered various speaking components, including grammar, vocabulary, pronunciation, fluency, and accuracy.

Speaking, categorized into two primary domains, involves both accuracy and fluency in production (Richards, 2008). Accuracy entails effectively employing vocabulary, grammar, and pronunciation through various activities,

whereas fluency is the ability to sustain speech without hesitation spontaneously. However, speaking activities pose a significant risk, inducing anxiety and prompting learners to worry about potential embarrassment. Consequently, learners must carefully plan and adapt their strategies. Talk to be proficient by practicing autonomously.

Developing speaking skills, one of the primary objectives of English instruction is to empower learners to utilize English effectively for communication purposes. As stated in Brown (2007), six varieties of speaking tasks exist designed to aid students in enhancing their speaking abilities. Imitation: students are advised to focus on specific vowel sounds and intonations, ensuring accurate imitation. The practice may involve mastering particular intonation patterns or accurately producing specific vowel sounds.

Responsive refers to short replies to teachers. Learners can initiate questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments and participate actively in the school. Intensive in any speaking performance, the intention is to engage in exercises targeting phonological or grammatical aspects of language, which can be undertaken independently or in pairs.

Transactional dialogue in speaking conveys a message or exchanges information. Furthermore, it is employed to elucidate a concept or articulate the purpose of something. Interpersonal dialogue is perceived as preserving social connections and transmitting facts and information, incorporating informal

language, colloquialisms, slang, omission of words, sarcasm, and an underlying "agenda."

Extensive pertains to students delivering extensive monologues through oral reports, summaries, or brief speeches. To enhance their second language proficiency, learners need consistent practice. Initially, learners should broaden their overall vocabulary, then progressively expand their specialized vocabulary by listening to various sentences ranging from simple to complex. Additionally, they can enhance their understanding by reading short stories and occasionally memorizing key passages.

Component of speaking as cited in (Ilham, Bafadal & Muslimin, 2019), Brown stated that there are five components of speaking skills related to content: grammar, vocabulary, comprehension, pronunciation, and fluency. Grammar is one of the most important components of language because it is a type of internal linguistic knowledge that creates and recognizes correctly organized expressions in that language. According to James R. Harford in Rosmiaty (2012), grammar is a set of standard rules for creating a set of words that belong to a language. Sentences and expressions formed according to these principles are grammatical in the language in question. In a broader sense, grammar includes the relationships between grammatical terms and their meanings and applications. Furthermore, Rahmayani (2017, p.16) believes that grammar is arranging words into sentences using correct form and overall meaning to facilitate understanding in written and spoken language.

Vocabulary: people can only communicate effectively or express their ideas verbally and in writing if they have sufficient vocabulary. This is why vocabulary is the best expression to use in conversation. Alang (2017, p. 12) notes that vocabulary is an essential aspect of language acquisition that should be learned. It allows learners to communicate with others about their ideas, thoughts, feelings, or imagination, whether verbally or in writing. Vocabulary is the set of words that can be seen and heard and have meaning. However, a word cannot be used to communicate with others; it must be combined with other words to create a usable meaning. Additionally, Brown (2001) notes that vocabulary includes the words you use when speaking or writing and the words you understand when listening or reading.

Comprehension means how well students can respond to oral communication. Students must understand what the speaker wants to say. Comprehension is one of many aspects that learners must pay attention to to improve their speaking skills. Pronunciation, structure, vocabulary, and fluency are all important factors. On the other hand, speaking is about establishing a habit that includes these elements (Rahmayani, 2017, p. 15). In short, comprehension is an exercise aimed at improving or testing understanding of a written or spoken language. Comprehension shows students their knowledge of the language and what others are saying.

Pronunciation is a way for students to produce simple language when speaking. It refers to the method of phonology, which refers to a grammatical component consisting of elements and principles that determine how different sounds and patterns of a language are. Rahmayani (2017) suggests that people can

converse more effectively with good pronunciation. Pronunciation involves more than sounds. Although there are too many subtleties in pronunciation for learners to try to eliminate the accent, increasing pronunciation improves self-esteem, makes communication easier, and can lead to a better career or at least more respect at work. The importance of effective communication must be balanced, so start by addressing the issues that are significantly hindering communication.

Fluency is the ability to speak fluently. The ability to speak fluently is the goal of many language learners. Signs of fluency include a relatively high speaking rate with limited pauses. These signs show that the speaker only spends a little time searching for the linguistic elements needed to convey the message. According to Bryne in Nurmaisayah (2013), speaking proficiency will be the main focus in teaching effective speaking skills. Speaking fluency refers to the quality or fluency with which a speaker conveys ideas through sentences. The ability to speak fluently is a virtue that requires a high level of practice, talent, habits, and voice.

C. Strategies to Learn Speaking Autonomously

Fidyati et al. (2021) state that there are numerous methods for honing speaking skills within the realm of English language acquisition. These include listening to podcasts, audiobooks, or dramas, watching TV programs or movies, engaging in karaoke, and playing games with English language instructions. Among those options, there are several preferences that EFL learners may gravitate towards.

Talk to yourself, it communicates internal emotions, non-verbal ideas, and intuitive perceptions about a situation verbally. A study in Taiwan (Fidyati et al., 2021) discovered that 39% of participants experienced fear when conversing in English with others. This apprehension regarding speaking English was noted to have notable negative associations with practical strategies for practice. Most respondents (81%) encourage themselves to have self-conversations using all available methods when feeling apprehensive about speaking English or making errors.

Use mirrors well. Utilizing mirrors for language learning purposes has proven beneficial, as communication intricately ties together with pronunciation and grammar. Various methods for practicing pronunciation have been introduced, among which using mirrors stands out. Thus, a mirror serves a dual purpose, not merely as a household item but also as a tool to aid language learners in their studies. It facilitates the practice of sounds or words that are challenging to pronounce, allowing learners to observe the mouth's shape and mimic that of native speakers. Additionally, the Occupational English Test website emphasizes that having a mirror image while speaking fosters the sense of engaging in a conversation and enhances fluency and confidence.

Singing English songs and studying English speaking through English songs is consistently enjoyable for students, regardless of age. In addition to encountering enriched vocabulary, grammar, and pronunciation, learners also derive pleasure from the experience. This method of practicing English speaking skills may often be preferred, given the availability of songs across various media

platforms, including audio and video formats. Singing English songs alone can also enhance learners' confidence in pronouncing English words.

Practice tongue twisters A tongue twister is a phrase that is challenging to pronounce correctly and requires extensive practice. According to Mu" et al. (2017), their research suggests that practicing tongue twisters adds an element of enjoyment and excitement to EFL learning while also improving learners' pronunciation, fluency, and motivation in practicing English. These techniques effectively enhance learners' speaking abilities because they involve repetitive practice.

Read books, articles, and other types in English. In language learning, developing reading skills is crucial. Engaging with texts, whether novels or articles, for just a few minutes daily can significantly enhance your vocabulary. Many people hesitate to read extensively due to time constraints, but even brief reading sessions are immensely beneficial when learning English. Short English articles or notes are particularly helpful— they're quick to read and readily available. Everyday materials like work memos, supermarket brochures, or safety instructions offer ample practice opportunities.

Focusing on fluency, not grammar, Yang (1999) discovered that most respondents (92%) disagreed that one shouldn't speak English until one can do so perfectly. However, more than 80% agreed that allowing beginners to make errors without correction could hinder their ability to speak correctly in the future. This suggests that while it's important to practice speaking English, learners may feel apprehensive about making mistakes, which could impede their progress later.

Therefore, it's essential to encourage English as a Foreign Language (EFL) learners to prioritize fluency in practice while also addressing grammatical concerns. In addition, Inayati et al. (2021) explore several autonomous learning strategies.

D. Previous Studies

Several previous research studies related to the implementation of autonomous strategies for speaking skills. The first research Fidyati et al. (2021) conducted research, titled "Exploring Methods of Enhancing Speaking Skills in Autonomous EFL Learners amid the COVID-19 Pandemic: A Case Study of Recent Engineering Graduates," aimed to find out how engineering graduates improved their English-speaking abilities during the pandemic. Interviews were conducted with ten engineering graduates to explore their strategies for enhancing speaking skills without classmates or practice partners. The collected data were subjected to descriptive analysis, revealing that most respondents favored practicing speaking by singing English songs. Others opted for self-talk in front of a mirror. Some prioritized fluency over grammar and none participated in online English courses. These findings suggest that traditional methods involving classmates or practice partners may be optional for improving spoken English proficiency. While Fidyati" 's study focused on non-English department students" speaking ability, my study will explore English department students" speaking skills. My study will also explore the mobile application forms mostly used to improve their speaking skills outside the classroom.

The second research, Zhang (2016), conducted a study entitled "Learners" Autonomy and the English Language Independent Learning Center in Mainland

China." aims to investigate the beneficial effects of the Independent Learning Center on English learning among non-English major college students. It also seeks to examine the challenges and potential drawbacks associated with this approach and suggest possible strategies to address them. This innovative learning model is expected to sustain an authentic and self-directed English learning environment for ESL students in China, thereby significantly enhancing their speaking and listening skills. Although this study used non-English department students, the study provides relevant information to support my study.

The third research used qualitative research in 2023, written by Ahmad Wael, entitled *Autonomous Learning Strategies for Academic Speaking by English Education Department Students*. This research identifies students' autonomous learning strategies in academic speaking classes. Twenty students from the English Education Department were involved in gathering the data. This study employed a quantitative approach to get the data. The data were taken by using a questionnaire. The result shows that the general description of the students of the English Education Department at Universitas Muhammadiyah Sorong should have included a specific description of how the students employed the autonomous learning strategy for learning, particularly in academic speaking. The researcher found two kinds of autonomous learning strategies: metacognitive and social mediation.

The fourth research in 2023, entitled *Implementation of "Merdeka Belajar": Evolving Learner Autonomy and Speaking Skill through Cultural Discovery Learning Model*, was Rafiqa, Asfihana, Aswad, and Sigh. This study intends to investigate the students' learner autonomy and speaking skills after

implementing the cultural discovery learning model. The study attempted Classroom Action Research (CAR). This research was conducted at Universitas Sulawesi Barat for one semester in the Speaking for Professional. The number of research subjects was 20 students of the English Education Department for the 2021 academic year. Based on the learning independence table in cycle 2 shows that the average student's confidence in learning, whether it is expressing opinions, expressing ideas, asking questions, or giving answers, is good. The data shows that students are quite disciplined in learning and good at taking the initiative in the learning process. Implementing Merdeka Belajar through cultural discovery learning can increase learning independence in the Speaking for Professional course for the 4th-semester University of West Sulawesi students.

Moreover, implementing Merdeka Belajar through cultural discovery learning can improve the English speaking skills of 4th-semester University of West Sulawesi students. This study focused on the Cultural Discovery Learning Model as one way to implement the MBKM curriculum. The researcher is expected to identify the students' perception of it and attempt another method to implement the current curriculum.

The last research used descriptive qualitative in 2020, written by Maria Dian Purnama Sari, entitled *Analyzing EFL Autonomous Learners In Learning Speaking In The 21st Century*. Therefore, this research aims to analyze the EFL autonomous learners learning to speak in the 21st century and how those strategies are implemented. This study utilized the qualitative research approach. Interviews and documentation were carried out to collect the data. The participants of this research were five students of the English Department in

Cirebon, who are categorized as high levels of autonomous learners with good speaking skills. The finding showed that EFL autonomous learners used three strategies with several indicators in each strategy of the autonomous learner in learning speaking in the 21st century that had been used by students such as Metacognitive Strategy (Planning, Monitoring, Evaluating), Cognitive Strategy (Practicing, Receiving and Sending Messages, Analyzing, and Creating structures for input and output), and Social strategy (Asking questions, Cooperating with others, and Emphasizing with others). The student then categorized the implementation of autonomous learners in learning to speak in the 21st century into three performances. First, they used different online media or platforms to practice their speaking skills, including YouTube, Instagram, the BBC app, Tandem, and Google Translate. Second, they applied self-practice and self-assessment beyond the classroom. Finally, they conducted a social practice and social evaluation.