

CHAPTER II

LITERATURE REVIEW

This chapter discusses about the pedagogical and language theories which construct basic theories for students' autonomous learning in generating ideas to write through reading activities. The discussion covers several aspects which support the theories of the autonomous learning. First, it concerns with the basic concept of autonomous learning including the definition, elements and relation to the learning. Second, it discusses the nature of learning based on Vygotsky's theory of Zone of Proximal Development which provides understanding about the core elements of autonomous learning used in this study. Third, it addresses the genre-based approach and its elements in its relation to reading activities.

2.1. Definition of Autonomy

Holec's (1981) described autonomy as the ability to take charge of one's own learning. Holec as cited in Sinclair, McGrath and Lamb (2000: 6) elaborates the words 'to take charge' as follows:

To take charge of one's own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.:

1. determining the objectives;
2. defining the contents and progressions;
3. selecting methods and techniques to be used;
4. monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc);
5. Evaluate what has been acquired.

Autonomy is viewed as the capacity to make decision of one's own learning in organized stages of learning process; from determining the objective to evaluate the product. Little (1991) as cited in Benson (2001: 49) provides another definition of autonomy which include psychological dimension as follows:

Essentially, autonomy is a capacity – detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity of autonomy will be displayed both in the way the learner learns and in the way he or she transfer what has been learned to wider context.

The psychological dimension attaches to the autonomy as the learners will get involved in deciding the content of the learning activity and the way to carry it through a set of strategies which effective to them. Another definition of autonomy is related with the role of social interaction in invoking autonomy as claimed by Benson (2001:49) in his earlier paper:

Greater learner control over the learning process, resources, and language cannot be achieved by each individual acting alone according to his or her own preferences. Control is a question of collective decision-making rather than individual choice.

Autonomous learning is obviously different with the concept of individualism. Being autonomous doesn't mean that learners have freedom to fully choose any decision and do whatever they want by themselves. In contrast, it involves other people to share knowledge and information to achieve the goals through interaction.

Those definitions view autonomy as the capacity that one has in taking control over his/her learning. It gives the idea that the definitions above are the product-oriented of the autonomy. Autonomy maybe viewed appropriate to the western culture in the sense that the learners are independent in getting information from many sources and using facilities provided by the institution. In contrast, autonomous learning have not well applied in Indonesian education practice as many of the teaching and learning process is still dominated by the teacher. The students are not yet independent in getting involved through the learning process, but it does not mean that they cannot be independent or autonomous. A learner can be autonomous towards learning, but it does not mean that he/she are great in doing all the learning alone.

The definition of autonomous learning proposed by Dam (2001: 49) seems to give more suitable setting to this study which will focus with the process of promoting the students to become autonomous learners.

Autonomous learning can be described as what takes place in situation in which the teacher is expected to provide a learning environment whether the learners are given the possibility consciously to be involved in their own learning thus become autonomous learners.

Thus, autonomous learning is the process of providing more opportunities for the learners to be involved in the learning process in the sense that the learners are encouraged to know what they learn and how to learn through the interaction with other peers and teacher so that they can gradually become autonomous in controlling their own learning process.

2.1.1. Autonomy and Responsibility

Autonomous learners are responsible for their own learning. Responsibility is defined by Scharle and Szabo (2005: 4) as being in charge of something, but with the implication that one has to deal with the consequences of one's own action. Littlewood (1996) as cited in Benson (2001: 53) stated that autonomy as a capacity involves two components, ability and willingness. Willingness 'depends on having both the motivation and the confidence to take responsibility for the choices required'.

Both autonomy and responsibility require active involvement of the learners toward the learning process. Teacher can provide all the materials and circumstances, but learning can only happen if learners are willing to contribute. Breen and Mann (1997: 135) claimed that a responsible learner is autonomous, in the sense that s/he is in charge or in control of "what to learn, when, how, and with what human and material resources". In other words, autonomous learners are responsible in the decision-making toward the content, the circumstances, the strategies, and the sources and the materials used of the learning to accomplish the objectives.

Scarle and Szabo (2000: 4), then conclude in order to promote autonomy, it is clearly understood that teacher should develop a sense of responsibility and also encourage the learners to actively take part in making decision about their learning.

2.1.2. Autonomy in Language Learning

Learners are not fully individual as human cannot live individually apart from other people in real life through the social relation. The implication toward learning, they need educational guidance to direct them to the effective ways of learning. Autonomous learner do not mean that they just learn by themselves. Teacher as the educator guides the learners in determining and directing the learning by appreciating the learner's decisions in the learning process in the approach of learner-centered learning practice.

Teacher is no longer a person with authorities in deciding all content and the process of learning. Teacher plays a role as the facilitator in creating the condition where the learners can fully involved and engage in the learning process and also with peers. Breen and Candlin (1980) viewed one's knowledge of language and language use is "shared knowledge", in the sense that it becomes part of one's knowledge repertoire only as a result of communicating with other people. Based on this view, the process of language learning happened through the interaction between the learners and the teacher and the peers.

Learner autonomy is not individual but also social. Dam (1995:1) stated that autonomy entails a capacity and willingness to act independently and in co-operation with others, as socially responsible person. On this assumption, he suggested that one's

capacity for self-instruction may only be acquired from one's learning experience through interactions with other people.

Trombly (2001), as cited in Kocak (2003:3) tried to create a learner-centered environment by giving students opportunities to research and choose their content materials through discourse communities outside the classroom. The results of the study revealed that involving students in the teaching process enabled them to understand lesson goals and objectives, value communicative tasks and activities, generate topics, choose materials, and work cooperatively.

Tudor (1993), as cited in Kocak (2003: 2) has suggested that if teachers were to create those conditions, students will be able to benefit most from the teaching and learning process, particularly in the following areas: (a) more relevant goal setting with the contributions of students, (b) more effective learning enriched with students' preferences, (c) more benefit from activities, the content of which decided by students, (d) more efficient study program with more student involvement.

2.1.3. Autonomous Learning as a Process of Problem Solving

A problem as stated in Methodology Manual, Texas State Auditor's Office, is the difference between the actual condition and the desired condition. Jonassen (2003: 3) defined the problem in two

critical views; first, a problem is an unknown entity in some context (the difference between a goal state and a current state). Second, finding or solving for the unknown must have some social, cultural, or intellectual value.

Anderson (1980) as cited in Jonassen (2003: 7) then defined problem solving as any goal directed sequence of cognitive operations directed at finding that unknown. Problem-solving is a continuous, conscious process which seeks to reduce or correct the difference between the actual and desired conditions. Decision making is one of the steps in the larger process of problem-solving. Decision making involves sound judgment, logical reasoning, and wise use of the resources available to the learners. Decision-making is the process of identifying and selecting among possible solutions to a problem according to the demands of the situation. Many researches also view problem solving as process to encourage students' critical thinking and autonomy.

As cited in Huitt (1992), most models of problem solving and decision making include at least four phases (e.g., Bransford & Stein, 1984; Dewey, 1933; Polya, 1971: 1) an input phase in which a problem is perceived and an attempt is made to understand the situation or problem; 2) a processing phase in which alternatives are generated and evaluated and a solution is selected; 3) an output phase which includes planning for and implementing the solution; and 4) a

review phase in which the solution is evaluated and modifications are made, if necessary

A student-centered and task-oriented problem-solving approach is consistent with the constructivist perspective that learning is the interaction of knowing and doing (Adeogun, 2006) as cited in Chanlin (2008: 1). This view is supported by Vygotsky's concept of Zone of Proximal Development. Vygotsky (1978) as cited in Cole (1989) defined Zone of Proximal Development as the difference between a child's "*actual development as determined by independent problem solving*" and the higher level of "*potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*". Cole & Cole (2001: 239) point out that the term proximal indicates that the assistance provided goes just slightly beyond the learner's current competence complementing and building on their existing abilities. This concept relies on the role of social environment to individual development. It is viewed as the development happened as the result of the active involvement of both individual learners and the social environment. The learner in their current level of competence cannot accomplish a task beyond their capacity and use their cognitive effectively because of their English competency. Thus, the assistance of social environment is needed through the guidance and the collaboration to solve the problem.

Roosevelt (2008), as cited in Shabani, Khatib et al. (2010: 238) views similar thought. The main goal of education from Vygotskian perspective is to keep learners in their own ZPDs as often as possible by giving them interesting and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they do alone, such that they will need to work together either with another, more competent peer or with a teacher or adult to finish the task. The idea is that after completing the task together, the learner will likely be able to complete the same task individually next time, and through that process, the learner's ZPD for that particular task will have been raised. This process is then repeated at the higher level of task difficulty that the learner's new ZPD requires.

Another important element in Vygotsky's concept of the development is the presence of knowledgeable peers in solving the problem. It is assumed that collaborating with peers in accomplishing tasks or solving problems can be an effective strategy in the language learning. Peer collaboration in the learning activities can be seen in the group work to share information, negotiate meaning and solve the problems in the learning process. The role of the teaching in this concept is guiding and facilitating the students in the process of learning to solve problem. Wells (1999: 159) described the guidance that the teacher can give during the learning process means engaging with learners in activities to which they are committed, observing

what they can do unaided; then providing guidance that helps them identify the nature of their problems, and find solutions that enable them to bring the activity to a satisfactory completion.

2.2. The Role of Peer Collaboration in the Learning Process

Carrs (2007:7) stated that regardless of the roles played by the various participants it has been demonstrated by many researchers that interaction with others assists in the construction of knowledge and the development of thinking. Teasley & Roschelle (1993), as cited in Barojas (2004: 27) define collaboration as a process in which human beings negotiate and share relevant meanings in connection with problem solving tasks. It is a coordinated and synchronic activity resulting from building and sharing a common conceptualization of a problem as well as the procedure to be followed in order to solve it. This Collaborative learning can be seen in a form of group work. Group work gives positive effects to the autonomous learning as it mediates and facilitates learners to share information and find the solution to the problems.

Forman and Cazden (1989: 328) stated that collaboration or interaction requires a mutual task in which the partners work together to produce something that neither could have produced alone. This strategy will lead to some advantages that have been investigated by many researchers. Inagaki and Hatano (1977), as cited in Forman and Cazden (1989: 330) concluded that peer interaction helps individuals acknowledge

and integrate a variety of perspectives on a problem, and that this process of coordination, in turn, produce superior intellectual results. For Kol'tsova, the results of the interaction are precise, rich, and logically rigorous definition of a social science concept.

Foreman and Cazden (2004:20) also emphasized the value of interactions between students in this group setting as providing a middle-field between the external adult-child interactions and the internalization of new learning. There is an expectation of participation and as each member contributes to the sharing of ideas they are having to process information, construct meaning, and articulate, resulting in a deeper level of understanding than if the student was reading alone (Foreman & Cazden, 2004; Stevens, Slavin & Farnish, 1991), as cited in Carrs (2007: 20).

2.3. Genre-based Approach in Language Learning

2.3.1. The Concept of Genre

Genre-based approach has been adopted in the English curriculum in Indonesia. The purpose of English subject is not only helping the students be able to read and write English by also encouraging them to use English orally to achieve certain goals, solve problem, and to face challenges of the era which change through time. Genre is defined as the ways that we get things done through language – the ways we exchange information and knowledge and interact socially (Callaghan, Knapp and Knoble (1993: 193). Martin

defined genre as “a staged, goal-oriented social processes which integrate field, mode and tenor choices in predictable ways” (1993, cited in Kress, 2003: 93). Those three elements are also included as the elements of a text. Halliday recognizes that context of situation (field), mode of communication (spoken and written), and tenor (the status and roles of speakers or writers to listeners or readers).

Further, Martin, Christie and Rothery (1987; 1994) as cited in Emilia (et al. 2010: 5) explain genre as “a staged, goal-oriented social processes”:

Genres are referred to as *social processes* because members of a culture interact with each other to achieve them; as *goal-oriented*, because they have evolved to get things done; and as *staged* because it usually takes more than one step for participants to achieve their goals” (Martin, Christie-Rothery, 1987:59, 1994; Christie, 1991: 236, Martin, 2000: 4).

In other words, genre is the action to achieve certain purposes. Purpose exists in every genre. The purposes can be vary depend on the social context or the need of the speakers. Those purposes determine the content of the text, the structure and the linguistic features to express the meaning. This concept also supported by constructivist theory about the meaningful learning. Richardson (2003: 36) supports the view by stating that individuals must actively participate in the teaching and learning process, thus to discover, to reflect and to think critically on the knowledge they

acquire, students have to be involved in the learning process, find the problem, and engage with the process of solving the problem.

2.3.2. Elements of Genre-Based Approach

There are three criteria of genre which should be emphasized in order to achieve the purpose; social function, logical order, and linguistic features. In understanding a genre, students should be able to interpret the communicative purpose or the social function that want to be achieved. Every genre has a purpose which constructs it. Then, the students should know how the structure of the genre (logical order). Finally the students should consider the language used (linguistic features).

2.3.3. Learning Activities in Genre-Based Approach

By relying on the principles, the stages of genre-based approach which proposed by Emilia, et. al. (2010: 11-12) attempted to give a model of teaching under genre-based approach. This stages are also adapted the concept proposed by many theorists which include building knowledge of the field as proposed by Rothery (1996) Building Knowledge of the Field, Modeling, Joint Construction; and Independent Construction.

Building knowledge of the field aims to build students' background knowledge about the topic they are going to read or write

which relies on an important core element of critical thinking, strong background knowledge. Modeling is critical for the students' critical literacy development for it involves analysis and discussions about how and why examples of a particular genre are organized to make meaning. Joint construction provides a chance for students to practice reading in groups. The last phase is independent construction which provides a chance to practice writing a text independently in several meetings with several drafts before they come to a neat final draft.

Another model of teaching which views the importance of the interaction with the social environment is observational learning proposed by Bandura (1977). The learning process under observation learning involves four stages; attention, retention, reproduction, and motivation. In the attention stage, the students pay attention "observe" what has been modeled by the teacher. Then the student must be able to retain -- remember -- what you have paid attention to. Bandura (1977) stated that in the retention process, this is where imagery and language come in: we store what we have seen the model doing in the form of mental images or verbal descriptions and can later "bring up" the image or description, so that you can reproduce it with your own behavior. Then, in the reproduction, students sit there daydreaming and have to translate the images or descriptions into actual behavior. But, students are not going to do anything unless they are motivated to imitate or have some reasons

for doing it as occurred in the motivation stage. Bandura, then, mentioned a number of motives; past reinforcement (traditional behavior), promised reinforcements (incentives – that we can imagine), and vicarious reinforcement (seeing and recalling the model being reinforced).

The active involvement of the learners in the learning process also is supported by the concept of Reciprocal Teaching proposed by Palinscare and Brown. Carrs (2007: 24) stated that RT involves teacher and students engaging in meaningful dialogue and jointly constructing meaning around a chosen text by using four reading strategies; predicting, clarifying, questioning and summarizing. The dialogue happened between the students and the teacher or between the students. Elizabeth Foster and Becky Rotoloni at the University of Georgia also claimed that as method of instruction, the students learn through sharing in the construction of meaning amongst themselves and with the instructor. In other words, students learn through a process of sharing their thought processes with each other.

Feez and Joyce (1998) as cited in Emilia, at al. (20010: 6) stated the benefit or genre based to the reading in encouraging reading and writing multiple texts in various genres or text-types. In addition, Sinclair, Mcgrath, and Lamb (2001: 40) stated that reading could represent the easiest route into more autonomous ways of

working. The reading process can involve a learner in quietly and thoughtfully activating a whole understanding of vocabulary, syntax and grammar as well as world knowledge, and utilizing more general metacognitive skills. Moreover, by the close study of texts and their contexts, the GBA allows the students not only to understand the word but also the world, as Davison (2001) observes.

2.3.4. Genre-based Approach and Reading

In learning foreign English, reading is an important skill not only as a source of getting information but also as readily exposure for learning. In practice, English written texts may often become favorite materials to introduce the lesson as it is easy to find and to use. Macken-Horarik (1997) as cited in Emilia (et al. 2010: 4), defined text as a social construct, which has an identifiable structure, and as a construct, its structure and its social function can be deconstructed. The role of English text is very important as it is expose the students with functional language which can be found in everyday use or interaction, such as news, recipe, letter, song, and announcement. Text is not only written but also oral. For example explanation, questions, conversation and examples delivered by the teacher of native speakers.

Text can be meaningful if it is authentic which means that it is closed to the real situation in the real environment. Authentic texts

can be found in many real sources, such as newspapers, magazines, announcements, movies, fables, short stories and songs. Students will gain meaningful learning by using authentic texts and applying the knowledge to the real environment. However, there are still some cases which do not put the students at the centre of the learning. Most of the texts given by the teacher are taken from the textbook which does not lead the students to know or engage with the meaningful texts. In addition, the learning process is still lacking of encouraging or involving the students in problem solving as the teacher often puts his/her authority over the learning process.

This condition causes many students to still lack in reading. They may find that they lack of vocabulary and the meaning of the text in comprehending the text. Rice as cited in stated that comprehension is probably better regarded as a process—rather than a particular outcome or product—through which a reader interacts with a text to construct meaning. This view of comprehension emphasizes the deliberate, strategic, problem-solving processes of the reader as he or she engages with a text.

Krashen and Terrel (1988: 130) suggest that reading can serve as an important source of comprehensible input and make a significant contribution to the development of overall proficiency. Thus, improving students reading competence can be begun with the comprehensible and meaningful input for learning. Reading texts

learnt in the SMP is designed based on the genre which relies under genre-based approach.

2.3.5. Generating Ideas through the Process of Writing

As the study investigated the students' autonomous behavior in the process of generating ideas to write, discussing about the process of writing would be appropriate since the process of generating ideas is one of the stages of the process writing. Stones (1995) explained his concept about the process writing which presented a few techniques and tasks in providing writing activities for the students. Stone (1995: 232) defined process writing as learning how to write by writing. This concept emphasized the process of creating writing rather than the end product (Tompkins, 1990). Gardner and Johnson (1997) as cited in Wang (2007:66) summed up the stages of the writing process as follows: prewriting, rough draft, reread, share with a peer revisor, revise, editing, final draf, publishing. Learners are enabled to take charge of their writing process and interact with each other and the teacher works as a facilitator, organizer and even a creator of a learning environment to generate learners motivation, especially to enhance their intrinsic motivation and to make them autonomous writers.

Prewriting is the planning and idea-gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing based on the feedback from their peers. Editing is the process of correcting mechanical errors. Publishing, or sharing, is accomplished in a wide variety of ways when the work is in final form.

These activities encourage the students to share their own ideas to their writing. Students should be allowed to formulate their own topics and come up with ideas to use in their writing. The first stage of process writing, prewriting, represents the stage in which the students generate ideas for writing through brainstorming, reading many texts, and analyzing the texts. The other stage also emphasized the students in generating ideas on paper. Gardner and Johnson (1997) stated that written work does not have to be neat; it is a 'sloppy copy'. Students can rewrite the texts first before they come to construct their own texts so that they know the characteristics of the texts. Those activities also provide the students to share with peers or the teacher. Students share and make suggestions for improvement through asking and answering questions concerning the problems in the texts. Editing also involves the students working together on editing for mechanics and

spelling. When they have already revised it, they make final draft and discuss it to the teacher. The last stage is publishing which involve the students to publish their works in any kind of form so that they can learn from the others.

The activities in the process writing accomodate learning activities which can encourage the students to generate ideas autonomously by also considering the importance of the presence of the other peers and teacher guidance. Generating ideas to write can be seen in prewriting, drafting, revising, and editing. When the students engage in doing the task through the interaction with other peers and teacher guidance, the autonomous behavior would be seen through the whole participation in that process.

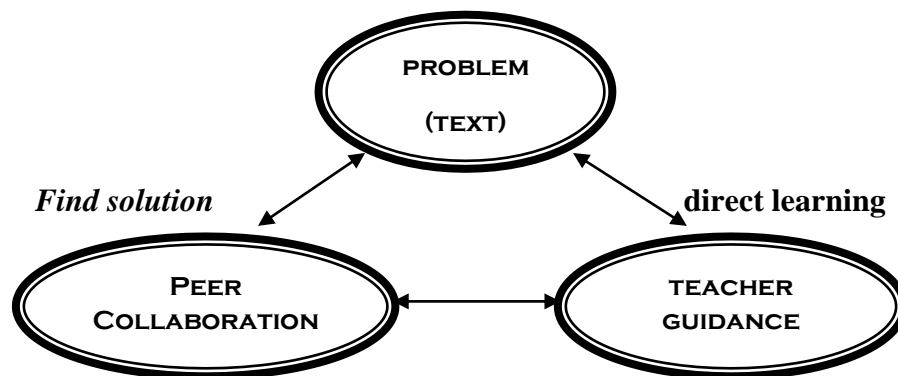
2.4. Conceptual Framework

The present study has discussed that learning is viewed as the process to solve problem as proposed by Anderson. In line with his view, Vygotsky also emphasized problem solving in the learning process through the intearction with more capable peers and teacher guidance. The development of the learning itself is gradual. He stated that learning cannot be done individually. The process of solving the problem cannot be separated with the social interaction with capable peers or the adult who has advanced competence in the field (teacher). It is strengthened by the concept of social learning theory of Bandura which stated that to learn, students

should interact with social interaction or environment so that they can be faced by the real problem.

However, The process of acknowledging the problem may involve peer collaboration as the activity given attempts to develop their potential development as stated in ZPD through interesting and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they do alone so that they need more competent peers or with a teacher or adult to finish the task. Thus, the process of autonomous learning uses three aspects, which are problem, collaborative learning, and teacher guidance.

Figure 2. 1. Aspects of Autonomous Learning



Students begin the learning process by facing problems that they will find in the text. Understanding about the problems and the goal of the tasks lead the students to find solution to solve the problem. However, this process cannot be accomplished individually. Students need to collaborate with other students to gather information so that they can analyze every possible solution and to engage themselves with the text and the learning process. The presence of the learning cannot be separated with the teacher

guidance in directing and facilitating the learning. The three aspects are tied to the importance of the autonomous learning.

The problem that will be faced by the students in the learning process is the problem of reading text. Through a series of reading activities, selecting the texts by themselves and discussing the problems appeared in the texts, students are guided to be familiar with the texts and understand many content of the texts so that they can generate ideas to write.

In the process of generating ideas to write, students will be formed into collaborative work which divides them into groups of five students. The group work will be beneficial for students as the media to understand the text, share information, collect materials, clarify understanding, and find ways to solve problem toward reading texts given. Students will learn effectively in collaborative learning as learning is shared-information in the ways that they need more capable peers in understanding the text, clarify their understanding as they will experience the same problem. Students will also do the task related to outside class such as finding similar texts from authentic materials.

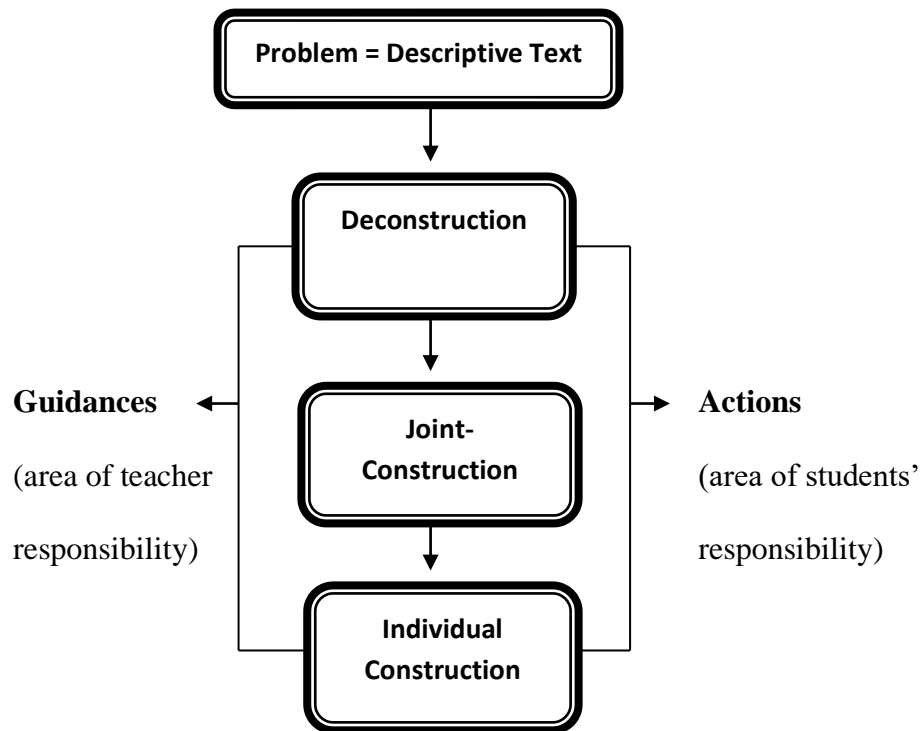
However, the students also need guidance in getting better understanding about the goals and the problems of the activity given, finding the effective techniques to finish the task and sources from outside the class, and helping the students to find and evaluate the solution decided. Thus, those three elements of the autonomous learning process are

interrelated while the product of the learning process is the students' produced text.

The engagement of the three elements above facilitate students to get involved in the learning process so that they become autonomous. Then, the tasks that given through this interaction provides opportunities for the researcher to find the evidence of students' autonomous learning through their behaviors during the learning process.

The process of the autonomous learning is showed through the students' engagement with the tasks through the interaction with the peer collaboration and teacher guidance. The activities will be used to find the case of the phenomena being investigated. These activities derived from many teaching and learning concepts which emphasize the importance of the nature of genre-based learning described previously, such as Observational Learning, Reciprocal Teaching and Rothery's teaching stages under genre-based approach.

Figure 2. 2 Learning Activities of Genre-based Approach



This activity is synthesized by many theorists of genre-based approach to give the researcher understanding in giving interactive reading activities. The process of this activity shows two different areas of teacher and students' responsibility. The responsibility flows according to the learning phases; observation, deconstruction, joint-construction, and individual construction. In order to accomplish each objective of the phases, the students cannot do the task on their own. Thus, the teacher's responsibility will lie on giving the stages on how to accomplish the task effectively. However, it is the students' responsibility to implement the stages through the real actions.

The result of the learning process will be used for publication in which the students present their works in a visual media. This activity will

lead to the high level of challenge for the students as they will encourage them to choose the content and to use the effective strategies in order to produce their own texts so that it is viewable for other students to read the texts.