

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports the findings of the study which focus on the description of students' autonomous learning in generating ideas to write for publication. The discussion is based on the data taken from the four instruments conducted during the learning process, which are classroom observation, questionnaire, interview, and document. The data will be used to answer the following questions: 1) What did the students do to do the reading activities? 2) What did the students do to collaborate with peers? 3) What did the students do to ask for teacher guidance?

4.1. Evidences of Students' Autonomous Learning in the Process of Generating Ideas To Write through Reading Activities

The findings of students' autonomous learning in the process of generating ideas to write through the reading activities for publication will be elaborated in the three aspects which represent the purposes of the study:

1. Students' engagement in doing the reading activities.
2. Types of participation in collaborating with peers.
3. Types of participation in asking for teacher guidance.

The data were elaborated based on students' behavior and actual statements during the activities in the learning process taken from the instruments

conducted in the study. The full transcription of the learning process can be seen in *Appendix C*.

4.1.1. Students' Engagement in Doing the Reading Activities

There are 31 students participated in the study which were formed into six groups. However, the researcher only used one group as sample. The students, then, named their group based on the groups' preference. The following are the name of the groups and the number of students in the groups.

Revolution:

Student 1
Student 2
Student 3
Student 4
Student 5
Student 6

Terran:

Student 1
Student 2
Student 3
Student 4
Student 5

GGMU:

Student 1
Student 2
Student 3
Student 4
Student 5

Phoenix:

Student 1
Student 2
Student 3
Student 4
Student 5

Garfield:

Student 1
Student 2
Student 3
Student 4
Student 5

Bestfriends Forever:

Student 1
Student 2
Student 3
Student 4
Student 5

Some students do not come regularly so that it decreased the number of students in several meetings. However, the study only used one study group as the sample of the study. The researcher considered that one study group must be the result of the whole learning so that the study can obtain deep information of the result. Thus, the study group chosen is Phoenix which consists of two students who are good in English performance, one student is average, and two students are poor.

Through the reading activities, students' engagement involved the following categories:

1. Selecting texts

Selecting texts involved students to decide the content of the learning by themselves. In this activity, students were given many descriptive texts asked to select the texts based on their preference.

The process of selecting the texts involved the students to observe and preview the texts before they come to the decision making. They also shared their opinions and discussed the ideas given by the other members.

The data show that most of the students' first consideration in observing the texts is by looking at their length. In the daily teaching and learning process, students are rarely provided with many texts that they also have to decide the texts by themselves. They are instructed to read particular texts or task so they are not familiar enough with this

type of learning. Thus, when they were provided with about 10 texts in the first meeting, they automatically look to the short ones without considering other aspects. The following is the students' actual statements when they found the texts.

S3: tadaaa..

S1: Coba lihat.

S2: Miss, banyak amat?

S2: Banyak banget.

S1: Ini nih, nih.

S3: Yang ini nih

T: Ok, You choose only three texts.

S4: Ayo pilih yang mana?

S2: Ini aja nih, kayaknya kecil. Sedikit-sedikit nih. (*See appendix B for the translation*)

The following is the interaction between two members in deciding another text from the aspect of the content of the text.

S3: Teks yang mana dulu nih?

S1: Yang ini aja yah?

S4: Dani.

S3: Itu pendek banget.

S4: Itu kamu tahu enggak maksudnya apa?

S3: 155 cm

SS: He has short straight hair and flat nose.

S2: itu ciri-ciri dia. (*see appendix B for the translation*)

From the transcription above, it can be seen that their reason in choosing the texts is the shortest length. They are not used to choose their own material so their reason of choosing the texts in this activity is just simple. But, there is evidence where they tried to evaluate the texts whether their decision is right and to consider other aspect, vocabulary.

T: Kok karena pendek sih? Yang paling menarik menurut kamu.

S4: Makanya dibaca dulu.

S2: Ini aja. My classroom, yang penting yah yang tau saja gitu loh. (*See appendix B for the translation*)

The students then, decided to preview the familiar words in the texts chosen. Thus, the other aspect in deciding the text is the vocabulary of the texts, whether they have known some of the words or their group members are familiar with the words so that it will help them share each other understanding to know the message of the texts.

After observing the texts according to some aspects, the group decided the texts based on their preference. Here is the interaction when the students asked each other agreement in deciding the text.

T: Sudah dipilih?

S2: Hey, pilih tiga.

S1: yang mana nih?

S3: Harry Potter

S1: Ok?

S4: Ok.

S2: Ada Emma Watson

S3: Ok (*see appendix B for the English translation*)

After all the members agree with the texts, they confidently report to the teacher.

S1: Miss, saya sudah.

T: Ok, apa yang kalian pilih?

Ss: Harry Potter, Emma Watson, and My Grandma. (*See appendix B for the translation*)

This evidences showed that students learn to decide the content of learning as one of the students' autonomous behavior. After they had selected the text, they come to read the texts.

2. Reading and understanding the texts

After experiencing the decision making, the students were guided not only to read the texts, but also understand the message of the whole texts. Students' engagement in reading the texts is seen through the rewriting activity.

In rewriting activity, the students read the texts carefully as they paid attention to every word in the text. They found that they faced the problems by themselves and that led them to use some strategies to solve them. They do this activity under teacher guidance concerning with the things they have to pay attention while rewriting, such as mechanics, spelling, capital letter, and space.

The engagement can be seen while the students were rewriting the texts. However, some of them just copied the texts. They might not understand the content of the text. In the observed group, all members rewrote the texts individually without too much discussion. But, they started posing some problems in this activity, such as difficult words, mechanics, and grammar.

The evidence whether the students understand the text is when they can answer the questions concerning with the text. The following transcription showed students' reading activity.

T: Emma Watson was born in Paris, France, on April 19, 1990. So, where was she born?

Ss: Paris

T: When was she born?

Ss: April 19.

T: She is the daughter of chris Watson and Jacqualine Lusvig. So, who is her father's name?

Ss: Chris Watson.

T: And who is her mother?

Ss: Jacqualine ... (*see appendix B for the English translation*)

Students also ask their friends' understanding about the text so they realize the mistake while trying to understanding the texts.

S1: Emma Watson itu lahirnya di Paris.

S3: Lalu?

S4: Dia hidup di Paris kan?

S1: Iya (*see appendix B for the English translation*)

The evidences of students read the texts are showed when they rewrote the texts and able to ask and answering questions related to the content of the texts.

3. Finding new vocabulary

During the investigation, students verbalized new vocabulary that they found in the texts. Students often asked questions to the group member of the teacher related to the vocabulary in the texts. The observation then showed that the students were still lack of English vocabulary. The students also stated that they rarely read English texts outsides the English class. Thus, they were not familiar with a lot of vocabulary. Students found a lot of new vocabulary in the rewriting the activities as they were posed many texts and analyze them. Most of them underlined the words that they were not familiar with. Then, they tried to look up the dictionary or asked their peers. If they still cannot find the meaning of the words, they asked to the teacher and wrote the meaning of the texts in the texts.

Students find new vocabulary from reading the texts and they find the meaning of the words individually or collaboratively. The following is another discussion showing the same evidence.

S3: Kemarin *'friendly'* apa?

S2: Ramah

S3: Berarti sifatnya dia dermawan, ramah dan tekun.

S1: Rajin

S2: Stubborn apa kemarin, S3?

S1: Keras Kepala.

S4: Art

S2: Art itu seni

S1: Hey itu ada kamus dibaca dong! (*See appendix B for the English translation*)

Through the transcription above, the presence of the capable peers and dictionary the learning process help them to find the meaning new vocabularies that may hamper their understanding so that they aware of the use of it. The following is the evidence appeared during the reading activities.

S1: Clothes apa?

S3: Pakaian

S2: Mana sih clothes?

S1: Ini. Neat apa?

S2: Rapih

S1: Clean?

S2: Bersih (*see appendix B for the English translation*)

Before asking the group members, some students tried to find the meaning by themselves. If they still did not find it, they would ask and discuss with their peers.

- S5: 'kasar' apa bahasa Inggrisnya?
S4: 'Kasar'? engga tau.
S5: (look to the dictionary) aaa,, ketemu..
'kasar'. 'mangsa' apa?
S5: (look to the dictionary again) aaa, ini dia.
'mangsa' prey
S5: 'sedang' itu medium kan?
S4: iya
S1: Tinggi apa tinggi? Small?
S3: Tinggi banget? Apa itu kemarin ya?
S1: Small?
S3: tall
S1: Tall, benar!
S3: Very tall kalau sangat tinggi. (See appendix B for the translation)

The same information is also obtained from the interview question which asked the students about their difficulty in understanding the text. Some of the answers concerned with the difficult words.

"Kalimat dan kata-katanya Miss. Kalimanya tuh yang gak ngerti banyak."

"The sentences and the difficult words, Miss. There are many sentences that I don't understand." (See Appendix E for the Interview Transcription, S1)

"Kadang-kadang ada kata-kata yang tidak saya tahu."

"Sometimes there are some words that I don't understand." (See Appendix E for the Interview Transcription)

“Ada. Kata-kata yang sulit yang tidak saya mengerti. Saya juga bisa lihat kamus, jadi sering membuka kamus.”

“Yes, there is. There are difficult words that I don’t understand. It also can look to the dictionary, so it makes me open the dictionary more often.” (See Appendix E for the Interview Transcription, S5)

4. Translating the texts

Translating also becomes frequent strategies used by the students to understand the meaning of the texts. They translated each sentence together with their group members. They get involved in translating the text although not of their first attempt produce accurate translation.

The data showed some interaction showing students translated sentences together. They listened one students translated a sentence, and then evaluated together. That assumption got because they might know some word in the sentences. The following is the transcription of students’ interaction in translating sentences.

The actual sentence is *‘she always put the things on the right place’*.

S1: Dia selalu menaruh benda di atas kiri, kiri

‘Right’ kan?

S2: ‘Right’ kanan. Place apa?

S1: ‘Place’ itu tempat.

S3: Tempat sebelah kanan itu. Berarti dia

selalu menaruh sesuatu di atas sebelah kanan. (*see appendix B for the English translation*)

We can see from the transcription that the students use their background knowledge to translate the new information in the sentence. The word ‘right’ as they frequently exposed is the opposite of the left hand, like right hand. They are not familiar with using ‘right’ in the similar meaning with ‘correct’. So, when it comes to ‘the right place’, they assume that it mean putting something on the right position, not correct position.

The following is the evidence showing students’ engagement while translating the text collaboratively.

S2: Dani is a fat boy with chubby cheeks. He is only 155 cm tall. He has short straight hair and a flat nose.

T: Artinya?

S3: Dani adalah bocah laki-laki yang gendut. Ia mempunyai pipi yang tembam. Ia mempunyai badan 155 cm

S2: Tinggi

S4: Salah, tinggi.

S3: Oh! Tinggi 155 cm, dan ia mempunyai rambut

pendek dan lurus. Dan, hidungnya pesek. (*See appendix B for the English translation*)

Basically, S3 knew the message of the text, but he translated ‘He is only 155 cm tall’ by saying ‘Ia mempunyai badan 155 cm’. He might refer the word ‘tall’ to the ‘body’. Then S4 and s2 found that it is

supposed to refer to 'tinggi'. So, the S3 realized it and correct his translation. It shows that the other members also get involved in listening to the translation; they listen, analyze, and evaluate. This is considered as one of students' autonomous learning. Here is another evidence of students' attempt in translating a sentence.

S2: *'Kulinya berwarna putih'.*

S1: She has skin white. Eh white skin. She has white skin.

Students also analyzed their translation by considering the choice of words to make the translation is authentic and understandable. The following shows students' involvement when they tried to translate a sentence, "She always combs her hair everyday".

S4: Miss, combs artinya apa miss? Lagi mencari tapi tidak ketemu.

T: (teacher refers to a word next to it, 'hair) Kalau rambut biasanya diapakan?

S1: dikepang

S4: dipakaikan pita-pita

S3: Coba cari di kamus.

S1: Cari! Cari!

S4: Tidak ada

S2: Ini ada nih, sisir, menyikat, menyisir.

S1: Dia menyikat rambutnya setiap hari.

S2: masa menyikat, menyisir dong!

S1: Menyisir

S3: Dia, always apa?

S3: Selalu

S4: Dia selalu menyisir rambutnya setiap hari. (*see appendix B for the English translation*)

Students' first attempt in finding the meaning of the word 'combs' was failed. The researcher found that the reason was because they looked for the word 'combs', without using the stem 'comb'. They thought that -s in 'combs' is emerged. Then, when they had been given a clue by looking to the next word 'hair', they tried again to find that word and read the meaning whether it refers to the hair. Finally, they found the meaning of the word. However, there are three possible meaning to the word. Thus, they analyzed and decided to use 'menyisir' better than 'sisir' or 'menyikat'. This result is caused by the interaction to the other capable peers and also the teacher.

5. Finding correct spelling

Another problem that students found in the activities is finding or writing correct spelling. When they heard new words, they tried to find them in the dictionary. Then, they also often got confused when they came to write their own text as they were not sure of the spelling. They asked each other members to solve this problem.

T: Apa artinya stubborn?

S1: Cari dari st- .. u.. double b..

S3: B nya double.

S2: Tadi apa sih?

S1&S3:Keras kepala (*see appendix B for the translation*)

The other evidence is also gained when students constructed a simple descriptive text of their teacher. They discussed her physical characteristics and found the following problem.

S5: Dia bagaimana Wajahnya lonjong?

S4: Beautiful saja.

S3: eh bagaimana tulisannya? B-E

S2: A-U-TIFUL. Beautiful.

S5: Dia kan pakai jilbab, gak tau rambutnya gimana?

S4: Headcover. H-E-A-D

S3: Tulisannya bagaimana?

S4: H-E-A-D head kepala, cover, pakai v, bukan bedcover, headcover.

S5: Matanya?

S3: Matanya hitam.

S2: Biru tahu.

S4: Cokelat.. Cokelat

S1: B-R-O-W-N (*see appendix B for the translation*)

6. Using mechanics

Another problem faced by the students in rewriting activity is that the use of mechanics. The following is the peer interaction when S2 checked S4's works concerning with the punctuation.

S4: Apan?

S2: ini! (Checking her friend's work) kurang titik sama koma. (See appendix B for the translation)

Students used the benefits of group work to help each other in solving the problem concerning with the mechanic. But, they asked the teacher if they are not sure with their discussion result. One student in the interview posed her difficulty in using mechanics like in the following statement.

“Cuma masalah nulis doang. Cuma masalah titik, tanda baca, huruf besar, huruf kecil, uda gitu koma-komanya. ya saya kan matanya kurang jeli, jadi saya nanya ke guru gitu. Membaca ga ada kesulitan.”

“Just the problem with writing, like full stop, punctuation, capital letters, small letters, then coma. My eyesight is not too sharp, so I ask to the teacher. There is not a problem concerning with reading”. (See Appendix E for Interview Transcription, S4)

7. Identifying correct pronunciation

One of the reading activities appeared in the study is retelling. They did retelling text within the group members and with the other groups. The teacher also often checked students' understanding by asking them to retell the texts after finishing rewriting activities. Students in the study group showed that they are lack in using correct pronunciation. Most of them asked each other, looked up the dictionary or clarify to the teacher to make sure that they pronounced the words correctly. The following is the evidence of students' interaction in retelling the text.

S5: My grandma. My grandma is tidy old woman. She is now 80 years old.

T: Tidy / 'taldi/

S5: Tidy /tidi/

T: Tidy / 'taldi/

S5: Tidy / 'taldi/

T: Good. Lanjutkan!

Student 5 cannot pronounce the word 'tidy' correctly, so the teacher helped her to revise the pronunciation. The following is an evidence found in retelling the text.

S3: Bombi is CUTE /cut/

T: No.. bagaimana mengucapkannya?

S3: /cut/

T: /kju:t/ (*see appendix B for the English translation*)

Students learn to pronounce the words correctly through the teacher guidance and peer collaboration. There are some students who are confident in asking for the teacher' suggestion or feedback. The others were reluctant to ask, so they considered to ask their group members to check their pronunciation.

4.1.2. Types of Participation in Collaborating with Peers

Collaborating with the other peers plays important role during the learning process. Most of the students find their own benefits in leaning though group work. The following are the evidences of students' engagement in collaborating with peers during the learning process. The

types of students' participation appeared during the learning process involve:

1. Making Decision

There are several evidences showing students' participating in making decision collaboratively. They discuss with their group members toward the learning. Firstly, it was showed in the interaction when the students discussed with their group members to name the group. A student suggested an idea of the group name which was derived from the initial name of the group members. He gave the idea to the group members as can be seen in the following transcription.

S4: Ada berapa sih semuanya? Ada lima yah. Nama grupnya baru nama ininya, ROFAUSISDA.

T: ROFAUSISDA?

Ss: Rondang, Dafa, Daus, Wilda. (*see appendix B for the translation*)

Other students suggested to use their favorite movie character as the group name like in the following interaction.

S2: Harry Potter

T: Ok.

S3: Phoenix aja Phoenix, kan dia selamat karena Phoenix. (*See appendix B for the English translation*)

From the transcription above, the students verbalized their ideas toward the group name and gave reason toward the ideas. It showed one of the aspects of students' decision making toward the content of learning.

When the students named their groups, the researcher found the evidence of students' attitude in interacting with other students. Some students still felt awkward with group work as they stated that they rarely did the activities in groups, even one student stated that she only experienced group work in the actual class once in one instructional year. As all students participated in the study came from different classes, they also still adapted themselves with the new learning environment.

Other evidences found when the students selected the texts. The decision made by the students was the result of collaborating with peers.

- S2: Jangan kita berdua aja yang pilih. Harry Potter setuju gak?
- S3: Iya.. Harry Potter setuju, hei main hp saja nih orang. Emma Watson, Terus apa lagi?
- S2: Emma Watson mau gak?
- S3: Emma Watson mau gak hei? Emma watson..
- S4: Satu lagi!
- S2: Brad Pit? Eh jangan deh gak kenal..
- S1: Harus sepakat dulu, kalau gak sepakat nanti salah-salahan lagi. *(See appendix B for the translation)*

The students realize that they have to collaborate well to accomplish the task as they have learned the mistake from the previous meeting. They showed that deciding the texts are the responsibility from all the members, not just two or three more capable peers.

Students also gave reason toward the texts chosen as presented in the following transcription.

T: Kenapa kamu pilih yang ini?

Ss: Karena pendek

S1: Artiannya dari Dani yah?

S3: Jangan! Jeremy, yang gak tahu artinya.

S1: Kok Jeremy?

S2: Kan Jeremy yang susah. (*See appendix B for the translation*)

Based on the evidences, students' autonomy in making decision is developed gradually. Making decision means that the students had already considered several aspects before coming to the decision. They also have reasons for the decision being made. However, not all students in the study group give the same contribution.

2. Discussing the problems

Discussion is frequent evidence found from the data. They discuss about the problems found in the texts together. In each group, there might be one or two students who led the discussion and played dominant role. However, students got their opportunities to share their

ideas toward the problems. Then, they tried to solve them together through the discussion. The problems students discussed during the learning process involve what they faced in the reading activities, such as vocabulary, mechanics, and spelling. The following is the evidence of students' participation in discussing the meaning of difficult words.

S3 : Fat apa sih?

S1 : Fat itu kan ...

S4 : Gendut.

S3 : Iya bener gendut.

S5 : Chubby?

S4 : Tembem. (*See appendix B for the English translation*)

Students gave each other comment toward the solution. The other evidence also showed when they discussed a problem concerning with using correct grammar.

After solving the problem concerning with the difficult words, they were challenged to put those information into sentences to construct a good paragraph. The data showed that students faced problem in using the verbs with the correct grammar into the sentences as they are rarely given opportunities to produce written text in the actual class.

S3 : Skin nya?

Ss : White

S2 : She hair..

S1 : She has..

- S5 : Menggunakan?
 S1 : She wears..
 S5 : Pakai He atau... eh
 S3 : She has..
 S2 : brown eyes..
 S3 : eh his sekali – kali ya? Eh, her.. her..
 S2 : Her eyes..
 S5 : is..
 S3 : pointed. Her lagi sekarang.
 S2 : Her height..
 S5 : She is tall
 S3 : Her height..
 S5 : Her height is tall
 S2 : She has
 S5 : She has white skin. (*See appendix B for the translation*)

The similar information is also showed from the interview result.

One student shared that she was confused of using the correct grammar as follow.

“Misalnya, kata-kata susah yang gak pernah ada. Misalnya itu, kata-kata yang pake tambahan kata yang –es sama –ing. Kadang-kadang mana nih dikamus enggak ada??? Akhirnya nanya sama Missnya. Missnya kasih tau, cari kata dasarnya dulu baru cari tambahannya.”

“For example, there are some words which are rarely found, like the words with –es or –ing. Sometimes, they cannot be found in the dictionary??? Thus, I ask to the teacher. The teacher tells me that I should find the stem first, then the suffixes”. (See Appendix E for the Interview Transcription, S3)

3. Asking and answering questions.

Asking question is one of the evidence of students' engagement in monitoring their learning. But, not all questions that students' pose showed their engagement. Questions that showed their curiosity or problem related to the tasks are the evidences that students engaged with the tasks. They asked the other peers or answered other peers' question. The following is the interaction showing this evidence.

S4 : Kalau perempuan juga sama 'he' kan?

S3 : Kalau aku cowok kemarin. Her sayang her, pakai 'r'. (*see appendix B for the translation*)

Students are still confused with 'he' and 'she' although they are supposed to understand them in the elementary school. In fact, this difficulty may not be discovered through the actual teaching and learning practice as the teacher has many students and not all of them are confident to share the difficulty. Thus, peer collaboration facilitates the students who have difficulty in understanding the lesson by asking their friends without hesitation. Here is the other example.

S4: Classroom itu ad r nya kan?

S3: Ada

S2: Oya, kurang s nya.

S4: Apan?

S2: ini

S4: (checking the friend's work) kurang titik sama

koma. (*See appendix B for the translation*)

4. Share Ideas to Write

The evidences were gathered from students' participation in generating ideas to write. They were given opportunities to produce their own descriptive texts with their preferred topics. There are two sessions in writing descriptive texts. First, they collaboratively wrote two descriptive texts; one with the topic given by the teacher and the other is their own topic. Second, they wrote the text individually. However, the process involved the students sharing ideas with the peers before they do it alone.

The observed group began the process by choosing the effective strategy to be applied. One student proposed that each member should contribute at least one sentence so that all members can give their contribution to the text. Then, they decided to describe their English teacher. Next, they shared their ideas about the teacher's physical characteristics. After that, they put all the information in sentences. Finally, all sentences were put together to be a good paragraph. The following is the example of students' while sharing their ideas.

S5: Hmm.. She has beautiful face.

S3: Huh?

S5: His brown .. eh.. her nose..

- S2: Her nose is..
- S5: Her nose is ... pointed
- S3: hmm.. Her height..
- S5: She has..
- S4: ini titik..
- S5: White skin.
- S2: Kok ini titik sih?
- S5: enggak, ini dihapus dlu. Jadi, she has white skin. (*See appendix B for the translation*)

Another example showed students' participation in generating the ideas to construct a text collaboratively.

- S3: Yang pertama apa?
- S1: Pertama itu lahir.
- S2: Born ya?
- S5: Iya, lahir.
- S1: Emma Watson born in Paris, in France.
- S3: In France.
- S5: Kalau tanggal?
- S3: Aku tahu. 15 April..
- S1: Pada apa bahasa Inggrisnya?
- S3: Cari! Cari!
- S1: Ada
- S3: Ada kan? Apa?
- S1: 'at'
- S2: ini tulisannya disebelahnya apa di bawahnya?
- S1: Ya sudah, titik lalu at. 15 April tulisannya bagaimana?
- S5: April dulu kan?

S2: April terus?

S1: Tulisannya kan April.. at April 15th, 1990.

S3: terus apalagi?

S2: Ayo, nanti kita terbalap! (*See appendix B for the translation*)

Every member shared their ideas to create the text and solved the difficulty together. The good thing is when student 2 warned their group members to finish the text quickly so that they are not be left by other members. They finished the task based on their need, not because of the teacher.

5. Checking others.

Checking is one of the evidences of students taking control of their learning. It might be done by the students themselves toward their performance or by the other peers toward the collaborative task. Most of the students evaluated their works by exchanging works to the other members so that they can find the mistakes. Teacher's role is just lead to the discussion while the process of the evaluation is done by the student with the help of their peers. The following is another example.

S5: 'Grand mother' gak ada spasinya.

S4: Ah iyaa..

Beside the elements of writing, they also checked their progress of learning like in the following transcription.

T: Have you finished?

Ss: Belum

S3: Baru empat nih.

S5: Baru enam. (*See appendix B for the English translation*)

Another evidence found a mistake in her friend's writing so that her friend can revise it.

T: Have you finished?

S3: Belum

S4: Belum

T: (checking) yang ini benar atau salah?

S4: Salah!

All: Salah!

T: Apa yang salah?

S4: Punya saya salah semua.

T: Lihat pekerjaan S4!

S3: Ah, ini, 'm'nya huruf kecil.

T: ini 'm' besar atau kecil?

S3: 'M' besar seperti ini.

T: Ah. benar!

S4: Ya ampun! Sampe salah berkali-kali. (*See appendix B for the translation*)

Checking others can help the students aware of the mistakes being made. The other evidences were also obtained from the interview. It is one of the ways to know the mistakes. A student stated that she is reminded by the other members.

“Ada yang mengingatkan. Temen-temen saya kan dikelompok ada yang mengingatkan. “Coba periksa” Pas diperiksa ada yang salah.”

“I’ m reminded by others. My group members remind me, “try to check it!” when I check, I found the mistakes.” (See Appendix E for Interview Transcription, S3)

Other students stated that they exchanged their works among the group members and check them when they were asked about how they know the mistakes.

“Bertanya ke teman, menukar pekerjaan.”

“Ask my friends, exchange the works.” (See Appendix E for the Interview Transcription, S1)

“Pertama, saya liat-liat dulu nih ada yang salah apa enggak. Terus, saya tukeran sama temen saya. Kalo ada yang salah, saya benerin. Terus, saya juga mengoreksi punya temen saya juga.”

“First, I check whether there is a mistake or not by myself. Then, I exchange my work with my friend. If there is a mistake, I revise it. Then, I also check my friend’s work.”

4.1.3. Types of Participation in Asking for Teacher Guidance

The other aspect of students’ autonomous learning is the engagement toward the teacher guidance. It can be seen clearly through the process of learning. Students are not again reluctant to consult their work or ask for clarification about the vocabulary and the sentences. Most of them asked for the teacher guidance after they

consulted their work with their peers. The following are the phenomena showing students' engagement in learning with the teacher guidance.

1. Using the instruction as guidelines

Instructions are aimed to guide the students to know what they have to do with the task and give steps or effective strategies to do the task. However, the decision and the actions are conducted by the students through the interaction with the other capable peers and the teacher. From the observation, students' are not still familiar with English instruction as they are exposed to hear it in the class. Thus, the teacher often mixed the language or used mostly Bahasa to deliver the instruction. The students' also used mostly Bahasa when they asked questions or discussed the task with their friends. This process is gradual to form such a habit for the students to use English in the actual context.

When the students were asked to rewrite the texts as the first activity, they paid attention to the instruction and follow it like in the following transcription.

T: Ok. Sudah siap pensil dan pulpenya? Well, semuanya sudah siap, paper? Pencil? Pen? Now, I want you to focus on the title. Now, look at the text and read the title! Ok! Then, start to write it. Ok, now all students write the title of the text.

Ss: Lalu apa lagi?

T: Wait!

S3: Pakai bahasa Inggris? (*See appendix B for the English translation*)

Students listened to the instruction given gradually so that they understand every part of the instruction and are able to do the same activity independently.

Another interaction can be seen when they constructed a simple descriptive text collaboratively with their group members. At first, the teacher gave some steps of how to do the task. Then, the students followed the steps as their guidelines, but the teacher gave freedom to use effective strategies to them in order to accomplish the test. The following is the interaction when they created the text.

T: In what step? Sampai step yang mana?

S2: Step kedua..

S3: Ih lama banget sih.. cepetan!

S2: Ini kan belum..

S4: Sudah yang eyes.

S1: yang terakhir buat step kedua sampai step ketiga. (*see appendix B for the English translation*)

2. Consulting for feedback

When the students got difficulty in doing the task, they may consult it with the teacher. They were not afraid of asking

feedback or reluctant to share their ideas. However, not all students came to this level as some of them were still shy to ask the teacher. They may just ask feedback from their group members before they came to the teacher. Those who confidently consult to the teacher indicate that they are autonomous in sense that they are able to share their ideas and control their learning with the presence of teacher guidance. The following is the interaction when a student consulted her work.

- S1 : Dool? Apa ini?
- S2 : Main boneka
- T : Boneka masa bengini tulisannya? Are you sure? Cari lagi!
- S1 : Ini betul Miss, 'DOOL'
- T : Masa DOOL? Nah ini "My sister likes eating fried chicken" Nah iya betu, makanan kesukaannya juga ya.. boleh ditambahin. "She has brown eyes. She is two years old". Oh, She is your little sister then. So, "I have a little sister", "I love Maharani so much", very much atau so much boleh ya.
- S1 : Berarti judulnya "My Little Sister" dong Miss?
- T : Iya. (*See appendix B for the English translation*)

The data also showed a students asking for guidance like in the following transcription.

- S1 : Miss, Miss. Saya mau tanya Miss. Kalau misalnya kan kita menceritakan adik kita Miss, lalu kalau misalnya kita mau tulis itu, My sister-nya atau gimana Miss? Buat ciri-cirinya misalnya, pakai her?

- T : Bisa, kemarin kan diajarkan bisa pakai her atau she. Misalnya 'my sister is very beautiful'
- S1 : My sister.. apa tadi?
- T : My sister is very beautiful. (*See appendix B for the English translation*)

3. Clarifying understanding

Another evidence of students' engagement with teacher guidance is the students use it to clarify their understanding toward the task. They clarify whether or not their works and is right. They asked the teacher and discussed it together. In the earlier meetings, students did not show much engagement to the guidance. About two members in every group often asked for guidance or check their works to the teacher. After several meetings, the level of the engagement increased. Students freely asked for teacher feedback and guidance. Most of them have difficulty in vocabulary and sentences construction. Thus, the mostly ask the meaning of the words or the way to put the verbs with the correct grammar.

In the rewriting activity, students in the study group discussed something on their friend's writing. Because they were not sure enough, they asked the teacher to check it.

- S2 : Adam ini apa?
- S3 : what

- S2 : Ih, mestinya with tahu.
- S3 : oh iya.
- S5 : Yang benar siapa nih?
- S3 : Miss, ini what apa with?
- T : di teksnya apa?
- S2 : With, Miss.
- T : Nah, iya berarti.
- S3 : jdi diganti, Miss?
- T : Iya. (*See appendix B for the English translation*)

Students used teacher guidance after they collaborated or discussed with their peers. Teacher led the students to find the solution to their problem by themselves. Then, they used the feedback to revise their work.

The following is the interaction when students clarified whether or not her work is right. She felt satisfied when the teacher's feedback is good.

- S3 : Miss, ini seperti begini kan?
- T : 'He has pointed nose', kasih 'a'! kan hidungnya hanya satu, jadi kasih 'a'.
- S2 : Miss, 'He has brown eyes'?
- T : Iya, betul.
- S1 : yeayyy... (*See appendix B for the English translation*)

4. Revising

Students also use teacher' feedback to revise their work and their pronunciation while reading the text. Students corrected their writing by using the teacher's feedback like in the following transcription.

S5 : Except my, except I emmm.... Miss, is it correct?

T : Hmm, when 'I' is the object, so what is it?

S5 : My

T : No. It is 'me'. So, it is 'except me'

S5 : Ok! Thank you, Miss! (*See appendix B for the English translation*)

The interaction between the teacher and the students is not again passive. The students are not again reluctant to ask for suggestion, guidance or feedback. They even can discuss with the teacher by sharing their opinion.

4.2. The Making of Wall magazine for Publication

The product of the learning is that the students can write their own texts for publication. The texts that were published on the wall magazine are the students' works in the group and individual construction. It makes the process of creating the texts is more meaningful than just a task. They generated their own ideas based on their knowledge during the learning process. They also revised the texts many times in order to make sure that their writing is grammatically correct.

During the observation, students used many tools to design their texts. Furthermore, they considered that their writing will be read by all students in the school. Thus, they wrote the texts carefully by asking for suggestion from the other friends or teacher. The following is the example of the text produced by the students individually. The other compilation of students' own texts can be seen in *appendix*.

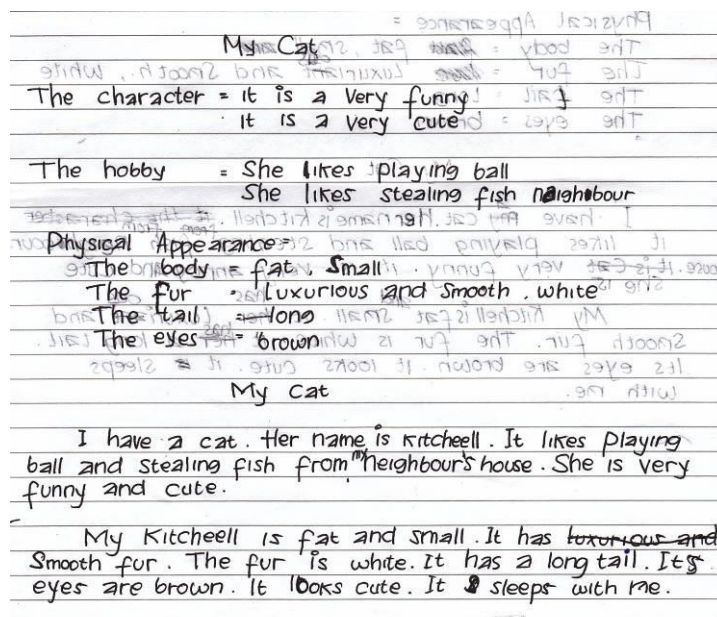


Figure 4. 1 Student's work in Individual Construction

After the students constructing the text, they designed the texts to be published in the wall magazine. They also designed a Styrofoam used as a means to put the texts. They did it collaboratively. They put many things on the Styrofoam to make it eye catching. The following is the examples of students' text after being designed. The other examples of the students' creation can be seen in *appendix D, Students' Works*.

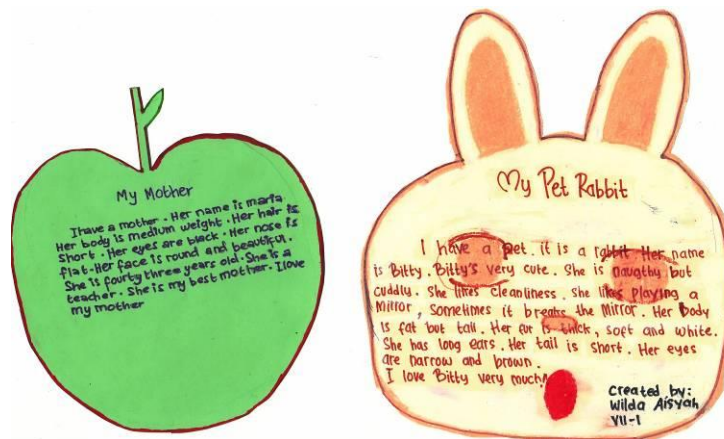


Figure 4. 2 Students' Creation during the Process of Designing Wall Magazine

4.3. Students' Attitude toward the Learning Activities

After getting evidences of students' autonomous learning during the learning process, the researcher investigated students' attitudes toward the learning activities. The data gathered from the questionnaire and interviews were used to elaborate the findings. The data showed that most students following the activities stated that the activities help them to develop their English competency. They are able to understand the texts easily and find a lot of new vocabulary. Furthermore, they also stated that they are not again afraid of reading English texts, making mistakes while writing the texts. The following are the information of students' opinion toward the learning activities.

Most students stated that they are able to read and understand the texts easily. They are not forced to do the teacher instruction. They read the texts which are interesting to them. They also stated that they are able to construct the texts by themselves after reading many reading text during the learning process.

“Setelah mengikuti English Club, ada perubahan positif yang membuat saya lebih fasih dalam membaca.”

“After joining English Club, there is a positive change that makes me more fluent in reading”

“Saya aktif dalam EC. Menjadi lebih tahu isi atau inti dari semua pelajaran english club atau kegiatan yang ada pada English Club.”

“I’m active in English Club in the sense that I understand the message of all the activities in English Club.”

“Keterlibatan saya dalam membaca teks selama mengikuti English Club, ketika saya membaca teks merasa berbeda dan menambah kepercayaan diri saya dalam membaca teks berbahasa inggris.”

“My involvement during the English Club is in reading texts. Now, I feel different when I read the text and confident in reading English text”

“Saya merasa lebih bisa membaca teks berbahasa Inggris dengan baik. Biasanya di kelas, saya takut membaca teks berbahasa Inggris karena takut salah.”

“I feel more competent in reading english texts well. In the class, I usually feel afraid in reading English texts because I’m scared of making mistakes.”

(See Appendix F for the Questionnaire Result)

The researcher also asked question toward their autonomous learning in reading. All students gave positive answers. One of them stated that she can solve the problems by herself now. The others said that they are confident with their learning than before.

“Saya bisa mandiri menyelesaikan masalah saya sendiri atau jika saya benar-benar tidak tahu, saya baru bertanya kepada teman atau guru.”

“I can autonomously solve my problems, or if I really do not know the answers, I asked to my friends or teacher.”

“Saya merasa lebih mandiri dibandingkan hari-hari kemarin dalam membaca teks bahasa Inggris dan saya sudah tidak gugup lagi.”

“I feel more autonomous than before in reading English text and I don’t feel nervous anymore.”

“Bisa lebih pada membacanya juga tidak terlalu tegang dalam membaca teks. Kadang membacanya suka terbata-bata dan suka salah, tapi saya lebih giat lagi membaca teks bahasa inggris akan lebih bisa dalam membaca teks bahasa Inggris.”

“I don’t feel too anxious while reading the texts. Sometimes, I read a little bit fluttered and make mistakes, but I become more diligent in reading English texts so that I can read the texts well.”

“Saya lebih merasa mandiri dalam membaca teks bahasa Inggris dan saya lebih tidak gugup dan takut dalam membaca teks bahasa Inggris.”

“I feel more autonomous in reading English texts and I don’t feel nervous again in reading English texts”.

“Saya menjadi lebih mandiri selama mengikuti kegiatan ini dari pada belajar bahasa Inggris di kelas, malas aya kalau belajar dengan guru di kelas. Saya lebih suka belajar dengan metode seperti ini.”

“I feel more autonomous in following the activities in English Club than in the class. I feel lazy in learning with the teacher in the class. I like learning with this method more.” (See Appendix F for the Questionnaire Result)

Students also stated that reading activities help them to correct their pronunciation. They identify the correct pronunciation from peer collaboration and teacher guidance. The following are the students’ statements concerning with their pronunciation development.

“Ya, soalnya kita berbahasa Inggris dengan lisan tanpa disadari bisa mengucapkan kata-kata sedikit-sedikit.”

“Yes, because we use English orally, we do not realize that we can pronounce the words little by little.”

“Saya aktif dalam EC dari pembacaan berbahasa Inggris yang salah menjadi pembacaan yang benar.”

“I’m active in EC, learn from the false English pronunciation to the correct pronunciation.”

“Dalam membaca teks berbahasa Inggris lebih bisa dan mengerti penulisannya juga bisa dimengerti artinya. Bisa mengerti cara membacanya juga bisa dimengerti.”

“In reading English texts, I can understand the texts, the writing, and the meaning more. I can understand the pronunciation also.” (See Appendix F for the Questionnaire Result)

Students stated that they are not again afraid of making mistakes or nervous of reading English text. They also stated that they read more English text than before.

The other information that the students revealed is that the use of wall magazine as the learning media to publish their own texts. They stated that designing wall magazine is a fun and interesting activity.

“Saat membuat teks deskriptif dan menghiasnya dengan berbagai alat yang bisa saya gunakan atau saat saya menghias Wall Magazine, karena membuat saya senang bisa melihat karya saya nanti akan dilihat orang lain.”

“When I constructed a descriptive text and design it with several tools that I can use or when I decorated wall magazine, because it makes me happy to see my works read by other people.”

“Bagus, karena orang lain atau anak-anak yang tidak mengikuti English Club tahu bahwa anak-anak English Club kreatif, rajin, dan asik. Jadi, yang memandang English Club hanya permainan, tapi walaupun sering sekalai, permainan adalah EC dalam memberi pelajaran dan supaya mengingat kata-kata yang benar agar masuk ke dalam otak.”

“Great, because other students who don’t join English Club know that English Club students are creative, diligent, and fun. So, students who view English Club as just a game although there are also games in EC to give us lesson and to memorize the vocabulary.”

“Setuju, agar kita bisa mengerti pelajaran bahasa inggris dan lebih paham dalam membaca dan menulisnya.”

“Agree, so that we can understand English lesson more and understand with the reading and writing.” (See Appendix F for the Questionnaire Result)

4.4. Students' Autonomous Learning in the Process of Generating Ideas to Write through Reading Activities for Publication

By gathering and analyzing data from all instruments used in this study, the researcher will elaborate the evidences to get deep understanding of students' autonomous learning in generating ideas to write through reading activities for publication. The discussion involved three elements of autonomous learning which have been elaborated above.

Students' actual statements and behavior toward the learning activities are considered essential in getting the information about the activities to their autonomous learning. Those evidences reflecting students' autonomous behavior during the learning process as emphasized in this study. Thus, the researcher looks to the details of the evidences in order to describe the level of students' autonomous learning appeared in this study based on three elements; learning activities, peer collaboration, and teacher guidance.

1) Learning activities

As described in the evidences found in the study, students' engagement in doing the task is seen during the process of learning. The data showed the evidences into four categories; naming group, selecting texts, reading and understanding the text, and finding new vocabulary.

Through the activities, students' participation might be different with each other. According to the evidences and the investigation during the study, student 1 and 2 proposed more ideas in naming and selecting the texts. They also often asked others' opinion toward the decision. Furthermore, they can answer the problems posed by the other friends or the teacher toward the content of the texts and helped to look up the dictionaries to find the meaning of the difficult words. Furthermore, they checked the materials first when the teacher gave the texts. They checked whether the other members had got the texts or done their work. Thus, these students often led the discussion during the learning process.

Student 3 proposed less idea to the discussion, but she observed and followed the discussion. She also often asked their friends about the difficult words found in the texts or clarified about the ways of doing the task. She sometimes answered her friends' questions toward the problems in the texts. Meanwhile, student 4 and student 5 did not give idea in the process of naming the group. They also looked quiet during the discussion as they did not share their opinion toward the discussion. They just followed and gave agreement to the decision being made. They often asked their friends to check the materials but they gave little effort to do it by themselves.

The other data taken from the questionnaire and the interview verify the data and give information about students' opinion

toward the activities given. Three of five students in the observed group give positive attitude toward the learning activities used in the program while two of them stated different opinions. Most of the students state that the learning activities given are fun and helpful.

Most of the statements say that the activities help them to understand the texts easily. They feel comfortable with the learning environment and the benefit of group work.

“Saya lebih bisa membaca dan menulis teks berbahasa Inggris. Seru banget, soalnya kalau saya tidak tahu bisa tanya ke guru atau ke kelompok saya. Kalau di kelas belajar sendiri, buka kamus sendiri. Klau disini bareng-bareng dan bisa tanya ke teman atau guru.”

“My reading and writing ability is developing. It’s so fun because i can ask the teacher or my group if i do not know something. In the class, I learn by myself, open the dictionary alone. Here i can collaborate and ask to the friends and the teacher.”

“Enak aja, Miss. Kalau di kelas kan biasanya kaku, ngebosenin, enggak gampang ngerti. Kalau di English Club kan rame-rame belajarnya kelompokan. Terus, kegiatannya seru-seru, Miss.”

“It’s fun, Miss. Learning in the class is usually awkward, boring, and difficult to understand. On the contrary, we learn together in English Clun as in the group work. Then, the activities are fun, Miss.”

(See Appendix F for the Questionnaire Result)

Another student commented that they learning activities make more independent and confident in reading and writing descriptive text.

“Enak, bisa belajar teks deskripsi, percaya diri, dsb. Percaya diri dalam membaca, menulis dan membuat teks deskripsi.”

“Fun, can learn descriptive text, can be more independent, confident, and so on. I feel confident in reading, writing, and producing descriptive text.” (See Appendix F for the Questionnaire Result)

However, the data show two students in the observed group state two different feeling about the learning activities; positive and negative at the same time.

“Menurut saya, kegiatan di English Club sih bagus tapi kurang sayangnya. Kegiatannya masih agak-agak kurang main-main gitu. Agak serius gitu, kurang mainnya. Kegiatannya sih sebenarnya bagus, Miss. Gitu aja, Miss.”

“In my opinion, the activities in English Club are good enough, but not really. The activities are still a little bit lack of games. It’s too serious and gives less time for playing. The activities actually is good, Miss. That’s all, Miss.” (S3)

“Cheerful, tapi bener juga sih, ada benernya, ada salahnya. Ada yang disukain ada yang engga.”(S4)

“Cheerful, but that’s right, there are the right things and also the wrong things. There are things that I like and I don’t.” (S4)

There are also statements from ten students from the other groups are given the same question toward the learning activities conducted in the English Club. All comments are positive like in the following statements.

“Enak, soalnya belajar sambil main-main bisa sambil belajar bahasa Inggris. Saya suka saat bermain tebak-

tebakan bahasa Inggris. Berbeda dengan yang bisa diterima. Di kelas gitu-gitu aj, maksudnya monoton, Miss.”

“Great, because I can play while studying English. I like playing English guessing game. It is different with the usual one. The actual class is static, I mean monoton, Miss.”(S6)

“Sangat menyenangkan karena tidak terlalu monoton untuk belajar, ada gamesnya juga, dan lagi gurunya juga memberikan cara belajar yang tidak seperti di kelas.”

“Fun, because it’s not too monotonous to learn, there are games too, and also the teacher gives effective learning which is not like in the class.”(S7)

2) Collaboration with Peers

As one of the important element in the autonomous learning, peer collaboration facilitates the students to develop their learning; find the problems and get involved in finding the solution through shared-knowledge experience with others. The evidences showed that there are seven types of engagements students showed during the peer collaboration; discussing the problems, asking and answering questions, translating the meaning of the texts, sharing ideas, checking others and practicing pronunciation while reading.

All students participate in the collaboration. They verbalized the problems discussed them together. Student 1, 2, and 3 showed that they gave more opinion toward the problem and propose the solution. They asked and answered more questions toward the texts. They also translated the texts together. Furthermore, they often

check their friends' work or asked their friends to check their writing. Besides that, they often reminded their friends to correct their works.

Student 4 and student 5 showed that they not again passive during peer collaboration. They proposed answer or solution to the problem being discussed. They also explained the meaning of the difficult words that their friends' asked. Although their role in giving ideas is not like the other members, they followed the discussion and clarified them if they found that it was different from their thought. They also frequently asked for clarification as they were not really confident with their understanding.

Data from the questionnaire and interview, then, taken to find out students' opinion toward group work. Four students in the observed groups states that peer collaboration gives them opportunity to share the difficulty, ideas in solving the problem, and ask feedback.

“Bisa membuat saya lebih mengerti dan bisa lebih percaya diri karena bisa bertanya.” (See Appendix E, Interview Transcription, S1)

“It can make me easy to understand and can be more confident because i can ask.” (S1)

“Iya, soalnya ramai-ramai. Kalo belajar sendiri dirumah ga ada yang nemenin. Bosen. Kadang-kadang saya bisa ketiduran. Kalau di English Club enak miss, kan bisa nanya, bisa becanda-becanda kalo udah selesai. Bisa liat punya teman. Kalo disekolah mana ada. Saya duduknya paling pojok. Malah duduknya ga ada temennya lagi. Kalau di kelas pernah sih. Kadang-kadang. Itu juga kaga pada mau kerja. Kalau di EC pada mau kerja. Pada mau bertanggung jawab sendiri-sendiri. Kadang-kadang dibantuin.”

“Yes, because we collaborate with other friends. No one accompany me study at home, sometimes I fall asleep and bored. In English Club, it is fun, I can ask, play around if I have finished, and look other’s works. That can be found at school. I sit at the corner at the back alone. Sometimes we work in group in the class, but my friends do not want to do the task. In English Club, they want to do the task. They are responsible and sometime they help each other.” (See Appendix E, Interview Transcription, S2)

“Mungkin menurut saya belajar kelompok itu bisa lebih sharing dan memberikan pendapat.”

“Maybe, I think group work can share and give ideas or opinion.” (See Appendix E, Interview Transcription, S4)

On the contrary, one student stated that his performance in the group work is a little bit distracted because of the group members sometimes do too much talking than working. But, he also finds possible advantages he could get if the condition is supporting.

“Wah.. kalo belajar kelompok tuh jadi kayak main-main. Jadi susah. Kan ada yang serius ada yang main-main. Jadi, yang main-main merusak konsentrasi. Kalau ada yang main-main dinasehatin. Kalo gak ias, nah itu masalahna miss. Menurut saya, belajar kelompok supaya efektif tuh, santai tapi serius dan berkomitmen. Misalnya, guru harus memperhatikan tiap kelompok. Kalo gurunya liat disatu kelompok, yang lainnya jadi pada main-main.”

“Wah, group work is like playing, so it is difficult because there are friends who are serious and not. Thus, the ones who play can disturb the concentration. If there is a friend who is playing around, I give him advice, but if he can’t stop, that will cause the problem, Miss. I think group work is supposed to be relaxed but serious and committed. For example, teacher should pay attention to every group. If the teacher stays in one group, the other groups will play around.” (See Appendix E, Interview Transcription, S3)

Most of the students in other groups state that peer collaboration can help them when they find difficulty in doing the task. They feel more comfortable because they can share the problem with their friends, and they help each other.

“Menurut saya mendingan berkelompok miss. Misalnya kita gak tau bahasa Inggrisnya ini apa, temen bisa bantuin. Gitu miss.”

“I think group work is more effective, Miss. If we do not know the words in English, friends can help, like that, Miss.”

Students also learn from group work, as they develop their skill gradually. The researcher find a student who is still afraid of making mistake in writing, but she like to observe her friends and give ideas to their writing.

“Senang, Miss. Bisa bekerja sama dengan teman-teman. Mengerjakan tugas. Teman menulis, saya membantu memberi ide. Saya tidak ikut menulis karena takut salah.”

“Happy, Miss. I can work together with friends. While my friend is writing, I help by giving ideas. I don’t follow writing because I’m afraid of making mistakes.”

The information obtained from the students’ actual statement is that their opinion toward their contribution in the group work. The answers of students in the observed group and other groups state that they contribute by checking others’ works, reminding them to the mistakes, sharing ideas, giving feedback, and helping each other.

3) Teacher Guidance

Encouraging the students from directed learning to the autonomous learning is not easy as it is. Students are always instructed to do specific text with specific ways to accomplish it. Thus, they often show passive interaction to the learning. They are reluctant in giving their ideas or asking question because they are afraid of the teacher.

In this study, the students worked in groups and given opportunities to find the problem by themselves. Thus, they always actively asked the teacher toward the problems and shared their ideas toward the problems before the teacher guide them to solve the problems. More questions and ideas exposed by the students during the learning process.

The evidences of students' engagement toward the teacher guidance reveal four types of engagement; use the instruction as guidelines in doing the task, consult for guidance, check their understanding, and revise the works by using teacher's feedback.

Student 1, 2, and 3 were actively engaged with the teacher guidance as well as with the peer collaboration. It showed that they often asked the teacher for suggestion and clarification. They also frequently consulted their works to the teacher. Mostly, they consulted to the teacher after they consult to their group members. They often

asked their teacher to check their writing so that they can revise it. They did not only ask, but they gave their opinion toward the problems and discuss them together with the teacher.

Student 5 preferred to consult her works to their friends to her teacher. She is still a little bit shy to discuss her problems to the teacher. She also seldom asked questions for feedback. She decided to let their friends check their works and revise it. Then, she came to the teacher for feedback. Meanwhile, student 4 often got lost in doing the task as he often asked about the instructions. He rarely posed questions or consulted the works to the teacher. He mostly used friends' feedback to revise his work.

Students showed positive attitude toward teacher guidance. They view the guidance as the ways to help them accomplish the task.

“Banget. Kalo gak ngerti tuh, misalnya ini gimana nulisnya? Eh, missnya langsung ada disamping. Kalo dikelaskan gurunya didepaan mulu. Gak pernah keliling-keliling.”

“Of course! Everytime I don't understand teh task. For example, how do I write this? Eh, the teacher directly stands beside me. On the contrary, teacher in the class always stand in front, never walk around.” (See Appendix E, Interview Transcription, S2)

“Iya, kalau saya kesulitan, saya bertanya ke Miss lalu diberitau, kalau ada yang salah diperbaiki dan diingatkan.”

“Yes, if I find difficulty, I will ask to the teacher. Then, she tells me. If there is a mistake, it will be revised and reminded.” (See Appendix E, Interview Transcription, S5)

The other related question deals with students' opinion about the ways the teacher guide them.

“Berbeda dengan di kelas. Kalau di kelas guru cuma menulis soal. Saya lebih menyukai yang di English Club.”

“It is very different with learning in the class. In the class, the teacher just writes the questions. I like English Club better.”

“Kadang kalau misalnya saya tidak bisa, dikasih tahu. Berbeda dengan di kelas. Saya lebih suka di English Club. Bimbingan guru itu perlu. Kalau kita kurang paham dikasih tau. Kita kerjakan dulu sendiri. Kalau tidak tahu, baru tanya ke guru.”

“Sometimes, if I do not know, the teacher will explain to me. Different with the class, I prefer English club more. Teacher guidance is important. If we do not fully understand, we will be explained. We do the task alone first before we ask to the teacher.” (See Appendix E, Interview Transcription, S1)

Students autonomous learning can be showed when the students engaged with the problems in the reading activities, peer collaboration and teacher guidance. The three level of autonomy, high, average and low, derived from the perspective of Vygotsky's theory of Zone of Proximal Development about the nature of learning which also stated the important of involving students with the problem solving task through the interaction with more capable peers and teacher guidance before they are engaged with the problem solving tasks independently without the presence of others.

The analysis above shows that the students in the study group are different each other in the level of autonomous learning. The result reveals that students 1, 2, and 3 are in the average level of autonomous learning. Students are able to decide the content of learning and give reason toward the decision. They are able to verbalize the problems in the text. They discuss the problems together with their peers or the teacher. They share the ideas to the discussion or collaborative task. They also check their work individually or collaboratively. However, they still depend on the teacher guidance to control and evaluate their learning. They often get lost if the teacher is not around.

The evidences reveal that student 5 and 4 in the low level of autonomous learning. They worked together with the group members. However, there are some aspects that make them less autonomous than the three students. First, student 5 is still afraid of making decision toward her own learning while student 4 is reluctant in giving ideas to the decision. When it deals to decide the learning materials, they just follow their friends' decision. Second, student 5 found that working in groups help her develops her learning, but she cannot feel independent when it comes to the individual work. On the contrary, student 4 found that he feels a little bit difficult in working with other peers. Both of them rarely ask and answer questions related to the problem, looked up the dictionary to find difficult words, share their opinions or consult to the teacher. They also seldom check and revise their work before the other members remind them.

However, both of them showed positive attitude during the learning. They found their own benefits by following the study. This result shows that most of the students are in the average level of autonomous learning. Thus, it gives meaningful information that the students have developed a habit which encourages them to become more autonomous toward the learning. If this habit is continued, students may become more autonomous and actively involve with their learning.

The evidence of students' autonomous learning in generating ideas to write represents one of the stages that students should do before they come to writing. In line with the process writing concept, the finding of this study represent some of the stages in the concept. The students did prewriting by copying or rewriting the texts chosen, they also shared with the other peers, and revise their works based on others' feedback. Students also experienced text construction activity which they produced their own texts collaboratively and individually. This activity reflects what the students had been learned in the process of generating ideas to write through reading activity.

The students' autonomous learning described in this study was based on deep investigation. The description of the level of students' engagement in this study only represents students' autonomous learning of the members of English Club in SMPN 71 Jakarta. The result in this study may be different from students' autonomous learning of other Junior High Schools.