

LEARN TO CHANGE: ADAPTING AUTONOMOUS LEARNING TO ENHANCE THE USE OF READING STRATEGY IN ESP READING CLASS

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Abstract

Teaching English for Specific Purposes requires teaching English inclusively because It cannot put the students based on their general English levels. It means that the students having different levels of English skills and motivation in learning English in the same class. This study was intended to improve the students' motivation and independence level. To get the intended goals, the first step was putting the students, who have understood some of reading strategies, in groups and giving them some text or passages. These individual reading activities were monitored by using observation sheets and students reading comprehension quiz and answer keys. The activities were designed in an autonomous learning situation. The autonomous learning was chosen to accommodate the students' diversity in motivation and English skills. The autonomous learning facilitates the students to get the freedom in creating their own pace. The materials given in autonomous learning were arranged based on their level of difficulties. The study showed that the students were more motivated and has higher independence level when they were given more freedom in choosing the reading strategy and setting their own learning pace.

Keywords: autonomous learning, ESP, reading class, reading strategy

1. INTRODUCTION

English learners in ESP (English for Specific Purposes) classes are naturally heterogeneous and varied in term of English skill levels and motivation. More specifically on their reading skill and motivation in reading English text or passages. Learners are needed to be empowered or encouraged to be more active in reading class and to independently improve their of reading skill. Looking at the complexity of the problems in ESP reading classes, some facts are needed to analyzed to support the effort in improving the learners reading skill.

Low- motivated learners are mostly classified as low- achievement learners. It mean that the reason for being low-achievement learners is due lto their low motivation. Or on other word, being low-achievement learners will make them less motivated. This cicle of motivation and achivement is needed to break down. In reading activities for instance, by having no reading strategy might make the learners reading skill low. On the other hand, setting a reading class traditionally with a pressure on learners to read difficult reading text and answering questions in limited given time will probably make learners less motivated.To accomodate the learners learning pace, an autonomous learning setting of reading class is needed. The concept of autonomous learning setting enables the learners to set their own learning pace. The objectives of this study were to find out how the autonomous learning setting can fassilitate the learners in enhancing the use of reading strategy, how the learners improve their reading skill during the activities. The reading strategy used was KWL (Know Want Learn) reading strategy. It was used due to its simple procedures which enable the learners to apply them in reading activities.

2. RESEARCH METHOD

A Classroom Action research design adapted from Kemmis and Taggart (1988) CAR model was taken to facilitate the research activities. The research procedure was mainly consist of: plan,

act and observe, reflect and revised plan. The numbers of cycles were set based on the criteria of success. The object of the study was off A of ESP class (English 2) of S1 Nursing Program of STIKes Widyagama Husada. There were 25 students in the class. The cycles were set on three simultaneous meeting in February 2016. The types of data taken was displayed in the table below:

Table 1. Data collection

No	Types of data	Instruments
1	Students reading score	Reading test, reading text, answer key, individual score card
2.	Class observation	Observation check list

The procedure of the data collection were started by putting learners in a reading class. They were given 2x 50 y for one meeting. The learners are provided by reading text which grouped into three different level of reading text (easy, medium, hard). There are 15 texts for each level. Learners were freed to pick any text form any level and read them at any reading speed. The learners are given question sheet (10 questions for each text) and asked to write the answers on provided answer sheet. They were then given the answer keys and asked to write number of correct answers they made on individual score card. The were given the goal of the activity which is in one meeting they would be considered successful if the can complete three different text from three different level with minimum 70% correct answers.

From the collected data, further analysis was needed to find out how the learners applied the reading strategy and to what extend did the autonomous learning setting help them in reading class activities.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Learners Reading Skill Improvement

The Learners reading skills scores were documented on the table below.

Table 2. Average Score for reading activities

Cycles	Average time used	Average number of text read	Average score
1.	100'	1.8	58
2.	95'	2.3	67
3.	90'	3.3	78

From the data above, it can be inferred that the average learners reading speed is improved by ten minutes. Individually, the reading pace is various, but it does not affect the score result, because the learners are freed to have their own reading pace. After three cycles, it can be concluded that the learners reading skill was improved which comply into the criteria of success which have been set.

3.1.2 Learners Motivation

The changes in learners motivation was unable to be documented well and the data can not give enough information for inferring that their motivation in reading were improved. The data was shown on the table below.

Table 3. Learners attendance list

Cycles	Number of absent learners	Number of present learners	Total number of the students	Note
1.	4	21	25	Different students were absent each cycles
2.	5	20	25	
3.	4	21	25	

It can not be inferred that the learners motivation were improved, because different students were absent in different meeting or cycles.

4. CONCLUSION

It can be concluded that the reading strategy did can improve the learners reading skill when it is implemented in an autonomous setting. But it can not be concluded that it also improve the learners motivation since different students were absent on each meeting.

5. REFERENCES

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