

A RESEARCH PROPOSAL:

The Use of Drama to Develop English Speaking Autonomous Learning

INTRODUCTION

For several years there has been great appreciation and awareness about the importance of autonomy of learners and the role of individual and group learners in leading their process of learning inside and outside the classroom (Fuentes, 2010), (Anita, 2016), (Godwin-Jones, 2011). Nevertheless, in the actual teaching and learning process, it is not always visible how to encourage, develop learners dealing with this role, and ensure they are ready to perform it. This paper developed some of the pedagogical aspects related to the development of autonomy of English learners. It proposed a framework of models and skills that educators could use as a guide to improve students' autonomous learning responsibility. Although this framework was elaborated and enhanced in the English language-teaching context, its underlying theories apply to all walks of educational settings.

The learner and learning-centered methods and approaches have a considerable and influential role in today's teaching and learning process. Learners are viewed as the active interpreters and processors of knowledge who look for knowledge and competence based on their orientations and needs (Niemic & Ryan, 2009), (Gang, 2015), (Padmadewi, 2016), (Kocak, 2003), (Kamberi, 2013).

This means the learners' autonomy to take control and responsibility of their learning, which ushered to three essential arguments. *Firstly*, autonomous learners are more efficient and effective learners. They direct the inner motivation, metacognitive strategy, and awareness as the doer and experienter of the learning process. *Secondly*, being an autonomous learner implies that the learner is a lifelong learner who can manage his own learning process and be responsible for information mastery. *Thirdly*, autonomy learner implies active and mindful participation in the community, which leads to further community development on the quality that is more significant and results in individual's communal appreciation (Thị Thu Trang, 2012).

The topic of autonomy of learners is widely discussed and acknowledged among social scientists and observers. Still, perhaps to its complex and myriad quality, the independence of learners has not been studied widely up to the present day (Carson, 2012), (Wojciechowska, 2015), (Haugh, 2019).

This study mainly will focus on students' autonomous learning process, particularly the implementation and perceptions of learners' autonomy in English teaching in the International class program (ICP) batch 2021 in State Institute of Islamic Studies Salatiga, Central Java Indonesia, through drama class. The subject of research age ranged between 19 and 20 years old.

The purpose of this research is to enhance students' autonomous learning of speaking skills inside and outside the classroom and to measure the extent of learner autonomy in the perspective of their performance, learning process, and degree of independence. It also maps students' perceptions about the use of drama to improve English autonomous learning. It is in line with the sparking idea that autonomy in developing the conducive atmosphere to the living environment within the given educational system, allowing learners to be actively and vigorously involved in their English-speaking learning process. To achieve the best result of learning, learners need to be made aware of their purpose of education and how to develop it.

This perspective does not mean that the teacher's suggestion and backup are unnecessary by implementing autonomous learning. In contradiction, the educator's role may alter, prefer to be a mediator than a knowledge specialist, or "the master" of wisdom and English teaching materials who convey information to students, and it is undeniable that utilizing classroom of living activity that educators will cherish and guide them to be aware and learn to revitalize their individual and group independent skills. It is impossible that learners can have mastery over the resolution of, for instance, what to learn or how they have some level of encouragement to perform all the learning objectives except they are vigorous or enthusiastic in their learning process. No one forces them to do so. In short, the learner's autonomy consists of self-motivation, enthusiasm, self-consciousness, and mutual interaction within peer groups (Moore, 2008), (Thị Thu Trang, 2012).

METHODOLOGY

The type of this research is descriptive qualitative research. The framework of this research uses the assumption that learners work independently and in cooperation in a social group (Little, 2007) (Lengkanawati, 2017).

The data will be collected by observing, documentation, and giving questioners to the research subject. About the questionnaires, they will be given before and after the use of drama performance in the class. In this study, the researcher analyzed the students' oral production in implementing drama-speaking class in terms of verbal components of drama, which are pronunciation, fluency, articulation, and accuracy (grammar & vocabulary). The subject of this research was ICP (International Class Program) of IAIN Salatiga batch 2021/2022 that consists of 20 students.

The subject was chosen since it is considered the best class and expected to follow the learning activity more attractively than other regular classes. The researcher used instruments such as a scoring sheet for students' speaking performance, recording, and transcription in this research.

In this scoring sheet of research, the researcher analyzed the students' application of verbal components of drama in terms of articulation, pronunciation, fluency, and accuracy (grammar & vocabulary). In analyzing the data, the researcher and another rater that was

an English lecturer tried to investigate the students' speaking production by the use of drama to avoid subjectivity.

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