

Writer:
Dr. Lamhot Naibaho, S.Pd., M.Hum.



Independent Learning as a Method on

LEARNING SPEAKING

Editor:
Geby Arni Siregar

Language Editor:
Matthew Kenneth Miller
Gaanesh C Waagh



Independent Learning as a Method on

LEARNING SPEAKING

Writer:

Dr. Lamhot Naibaho, S.Pd., M.Hum.



INDEPENDENT LEARNING AS A METHOD ON LEARNING SPEAKING

Writer:

Lamhot Naibaho

Cover Desain:

Usman Taufik

Layout:

Atep Jejen

Editor:

Geby Arni Siregar

Language Editor:

Matthew Kenneth Miller

Gaanesh C Waagh

ISBN:

978-623-459-385-3

First Printing:

November, 2022

Copyright 2022, At Author

Copyright Protected By Law

Copyright © 2022

by Penerbit Widina Bhakti Persada Bandung

All Right Reserved

It is strictly prohibited to translate, photocopy, or reproduce part or all of the contents of this book without written permission from the Publisher.

PUBLISHER:

WIDINA BHAKTI PERSADA BANDUNG

(Grup CV. Widina Media Utama)

Komplek Puri Melia Asri Blok C3 No. 17 Desa Bojong Emas
Kec. Solokan Jeruk Kabupaten Bandung, Provinsi Jawa Barat

Anggota IKAPI No. 360/JBA/2020

Website: www.penerbitwidina.com

Instagram: [@penerbitwidina](https://www.instagram.com/penerbitwidina)

Phone (022) 87355370

PREFACE

Our gratitude is very deep and there are no other words that we should say other than gratitude, because thanks to His grace and grace the book entitled Independent Learning as a Method on Learning Speaking has been published for consumption by a large audience. Quality of life is also affected by stress levels and job satisfaction. Every employee is required to develop and realize their competence to the fullest, in order to improve the quality of human resources in an external environment full of competition.

Speaking skill is an essential skill in English language learning, as it is also said. Recently, the mastery of English, especially in speaking, does need. Because of that, it has been dramatically increasing as English strengthens its position as a language for international communication. It is the working language in 85% of international organizations. Emphasizes that speaking is one of two productive skills in language teaching. It is because speaking is a process of building and sharing meaning through verbal or oral forms.

Besides, speaking is helpful for the students to learn a language because through speaking, they are provided many advantages, such as reinforcing the grammatical structures, idioms, and vocabulary. Speaking also enhances the students' adventure with the language; by speaking, the students will be involved with the language effort to express their ideas. In order to be able to speak in English, of course, students should have learned the language first, whether it is formally or informally. In this process of learning, of course, there should be someone who facilitates them. They are usually called a teacher, tutor, or lecturer.

English language teaching and learning is always considered essential thing to be mastered. Because of that, approaches and methods for teaching English, especially speaking, have been long focused on language teaching research and conferences, and then a considerable number of conversation and other speaking course books, audios, and videos are continuously published. Realizing the high importance of English speaking skills for English for foreign language (EFL) programs, it is essential to find and use the best instructional methods, materials, activities, media, and other requirements to help the learners master speaking skills.

However, although many studies have been conducted to help learners master English speaking skills, many EFL learners still find it challenging to master, in addition to the view that speaking is the most complex and challenging skill to master (Hinkel, 2005). Another cause is possible that those studies still mainly deal with the linguistic aspects of second language acquisition. Little research has been carried out regarding students' perspectives on the learning of speaking in the EFL classroom. In contrast, students' views, which at least provide awareness to teachers in this context, are essential.

Therefore the book entitled *Independent Learning as a Method on Learning Speaking* is here as part of an effort to add to the repertoire, discussion as well as strengthening in the field of speaking skills. Therefore, this book entitled *Independent Learning as a Method on Learning Speaking* is here as part of an effort to add to the repertoire, discussion as well as strengthening in the field of learning speaking. However, in the end we admit that this paper has several shortcomings and is far from being perfect, because in truth perfection belongs only to God. Therefore, we are happy to openly accept various criticisms and suggestions from all readers, this is certainly very necessary as part of our efforts to continue to make improvements and refinement of further works in the future.

However, in the end we admit that this writing has some shortcomings and is far from perfect, because perfection belongs to God alone. Therefore, we are happy to openly accept various criticisms and suggestions from readers, this is certainly very necessary as part of our efforts to continue to make improvements and refinement of further works in the future.

Finally, we would like to express our gratitude to all parties who have supported and contributed to the entire process of compiling and publishing this book, so that this book can be made available to readers. Hopefully this book will be useful for all parties and can contribute to the development of science in Indonesia, especially regarding the Independent Learning as a Method on Learning Speaking.

Jakarta, November 2022

Penulis

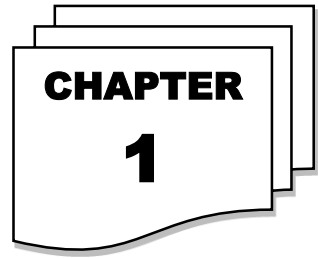
TABLE OF CONTENTS

PREFACE	iii
TABLE OF CONTENTS	vi
CHAPTER 1 INTRODUCTION	1
CHAPTER 2 SPEAKING SKILL	5
A. Definition of Speaking	5
B. Importance of Speaking.....	7
CHAPTER 3 LANGUAGE TEACHING AND LEARNING	9
A. Approaches and Methods in Language Teaching.....	9
CHAPTER 4 INDEPENDENT LEARNING	13
A. Skills for Independent Learning.....	14
B. The Impact of Independent Learning	17
C. Strategies Teachers Use to Promote Independent Learning	20
D. The Objectives of The Study.....	24
CHAPTER 5 QUANTITATIVE DATA AND THE QUALITATIVE DATA	25
A. Quantitative Data	25
B. The Qualitative Data.....	36
CHAPTER 6 ANALYSIS INDEPENDENT LEARNING AND SPEAKING SKILL	37
A. The First Cycles Analysis	37
B. The Second Cycle Analysis.....	39
C. The Findings.....	40
CHAPTER 7 CONCLUSION	43
REFERENCES	44
GLOSSARY	49

INDEX..... 53

APPENDICES 54

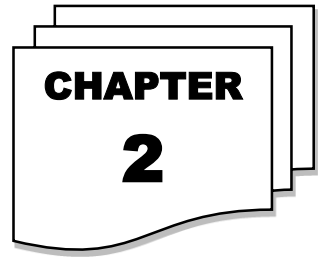
AUTHOR PROFILE..... 78



INTRODUCTION

In the study of the English language, four crucial skills should be well-mastered by the students: listening, speaking, reading, and writing. These skills are the objectives of teaching and learning the English language. They can not be separated because they give a contribution to one another.

Speaking skill is an essential skill in English language learning, as it is also said by Harmer (2004) that speaking is a vital skill for English language learners as much as for everyone using their first language. Gebhard (1996) and Naibaho (2019) emphasizes that speaking is one of two productive skills in language teaching. It is because speaking is a process of building and sharing meaning through verbal or oral forms. Besides, speaking is helpful for the students to learn a language because through speaking, they are provided many advantages, such as reinforcing the grammatical structures, idioms, and vocabulary. Speaking also enhances the students' adventure with the language; by speaking, the students will be involved with the language effort to express their ideas. In order to be able to speak in English, of course, students should have learned the language first, whether it is formally or

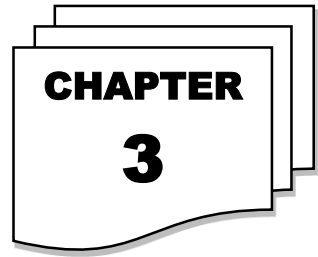


SPEAKING SKILL

A. DEFINITION OF SPEAKING

Speaking is one of two productive skills in language teaching. It is a process of building and sharing meaning through a verbal or oral form (Gebhard, 1996). Moreover, Nunan (2003) said that speaking produces systematic verbal utterances to convey meaning. Torkey (2006) said that speaking was based on perceptive motor skills. In addition, he said that speaking is the production of auditory signals designed to produce differential verbal responses in a listener. Howarth (2001) and Naibaho (2019) defined speaking as a two-way process involving proper communication of ideas, information, or feeling.

According to Gumperz (1999), speaking is cooperatively constructed based on contributions, assumptions, expectations, and interpretations of the participants' utterances. Speaking is a multi-sensory activity because it involves paralinguistic features, such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005), which affect conversational flow. Based on the two definitions above, we can say that speaking is a mental motor skill that

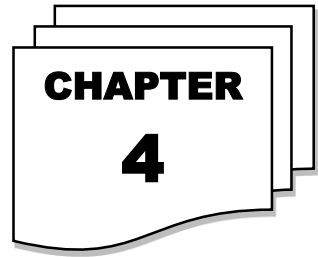


LANGUAGE TEACHING AND LEARNING

In language teaching and learning, there was a move away from teaching and learning language that focuses on writing and reading skills to a method that is focused on speaking and listening skills. Even the actual questions concerning language teaching that are debated have already been discussed throughout the theory of language teaching (Richards & Rodgers 2007). The first teaching methodology for acquiring a foreign language was the one applied for learning Latin since Latin was the education language 500 years ago. The teaching methodology used for learning Latin was adopted for learning foreign languages. This approach to foreign language teaching became known as the Grammar-Translation Method (Richards & Rodgers 2007). Therefore, the grammatical-translation method has been used in teaching English.

A. APPROACHES AND METHODS IN LANGUAGE TEACHING

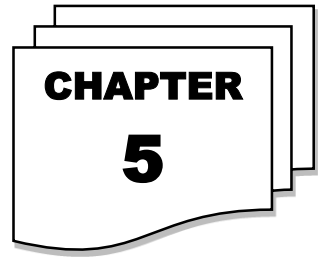
This part discusses approaches and methods in language teaching, especially concerning the role of grammar in the different approaches and methods. Many authors have written books or texts on the topic; however,



INDEPENDENT LEARNING

The Department for Children's School and Families (DCSF) suggests that independent learning is a broad concept Mayer et al. (2008). He defined self-regulated learning as independent learning that highly effective approaches to learning are associated with success in and beyond school. It also cites Candy (1991), who suggests that independent learning is a method and educational philosophy in which learners acquire knowledge by themselves and develop the ability to undertake inquiry and critical reflection. In support of these definitions, there is a consensus in the international literature that independent learning is a process during which learners develop the values, attitudes, knowledge, and skills needed to make responsible decisions and take appropriate actions regarding their learning (Bates and Wilson, 2002). Independent learning is learning in which the learner, in conjunction with relevant others, can make the necessary decisions to meet the learner's learning needs (Kesten, 1987).

There is a consensus that independent learning is fostered by creating opportunities and experiences that encourage learners' motivation, curiosity, self-confidence, and self-reliance. It is based on the understanding by learners of their interests and valuing learning for its own sake. However, it is

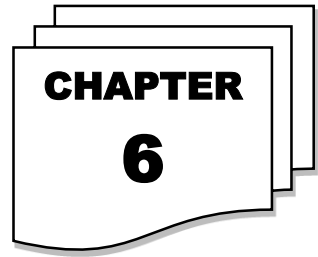


QUANTITATIVE DATA AND THE QUALITATIVE DATA

A. QUANTITATIVE DATA

The data of this research were obtained from the questionnaire, interview, diary note, observation, and the test result, which was conducted for three months within two cycles. The data were divided into qualitative data (questionnaire, interview, diary note, and observation) and quantitative data (the test result). This research was done in two classes which consisted of 38 students. In conducting the research, some speaking topics were given as the students' test when the research was conducted. The test was conducted on the students in each meeting of the cycle. A pre-test was given to know the entry behavior level of the students, a progressing test was given to know how independent learning helped the students' speaking ability, and the last post-test was to know the students' final score.

The diary note, interviews, questionnaires, and observations were analyzed to know how the teaching process was, the condition of the class and the students, and how the students responded to the strategy offered.



ANALYSIS INDEPENDENT LEARNING AND SPEAKING SKILL

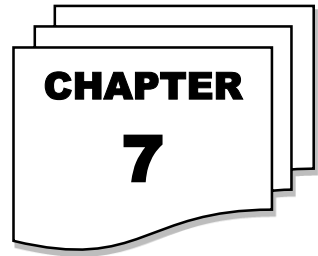
A. THE FIRST CYCLES ANALYSIS

In this cycle, there six meetings were conducted with the students. The first meeting was conducted to formulate the students' problems in speaking, and the next was to find out the students' entry behavior level. The students were asked to speak at the end of the teaching and learning process.

The plan was arranged before doing this research. All the preparations needed in the research process were prepared. The preparations are analyzing and observing, examining, conducting students' tests, identifying problems, preparing and designing speaking material, conducting progressing tests, preparing media, preparing observation sheets, designing questionnaires designing the learning pattern of independent learning.

The activities that were done in this phase were as follows:

The students were given some free topics, and they chose one of the topics to be developed into speaking. Then they explained the definition and the importance of speaking, asking them to identify the topics of speaking



CHAPTER
7

CONCLUSION

After analyzing the data, it was found that the student's scores increased from the first cycle, namely from the first meeting until the eighth meeting. In all of the meetings, it was shown that the students improved speaking through independent learning. It was shown from the mean of the score and the score improvement percentage as follows the mean in the pre-test was 52,39, the mean in the post-test of cycle one was 61,34, and the mean in the post-test of cycle two was 79,15. The percentages are as follows the percentage of improvement on pre-test and post-test in the first cycle is 17,08%, and the percentage of improvement on post-test in the first cycle and post-test in the second cycle is 29,03%. Moreover, the last percentage of the pre-test and the post-test in cycle two is 51.07%. Thus the use of independent learning on students' speaking ability worked well.

REFERENCES

- Allan, B. and Lewis, R. 2001. Learning independently. *Managing Schools Today*, 10(7), 24–6.
- Allan, B., Cook, M. and Lewis R. 1996. *The independent learner: developing independence in learning*. Humberside: University of Humberside Press.
- AMEP Research Center. 2002. *Fact Sheet-What is Pronunciation?* Adult Migrant English Program Research Center.
- Bates, I. and Wilson, P. 2002. Family and education: supporting independent learning. *Learning and Skills Research*, 6(1), 3.
- Birenbaum, M. (2002). Assessing self-directed active learning in primary schools. *Assessment in Education*, 9(1), 119-38.
- Bishop, G. 2006. Authentic independent learning - an andragogical approach: giving control to the learner over the choice of material and design of the study session. *Language Learning Journal*, 33, 40–6.
- Black, R. 2007. *Crossing the bridge - overcoming entrenched disadvantage through student-centered learning*. Melbourne: Education Foundation.
- Bullock, K. and Muschamp, Y. 2006. Learning about learning in primary school. *Cambridge Journal of Education*, 36(1), 49–62.
- Burnkart, G. S. 1998. *Spoken Language: What It is and How to Teach It*. Retrieved on October 26, 2013, from <http://www.nclrc.org/essentials/speaking/goalsspeak.htm>.
- Bygate, M. 1998. "Theoretical Perspectives on Speaking." *Annual Review of Applied Linguistics*. V.18. n.1, Pp: 20–42.

- Candy, P. 1991. *Self-direction for lifelong learning: a comprehensive guide to theory and practice*. San Francisco: Jossey-Bass.
- Chung Sandy and Pullum Geoff. 2011. *Grammar*. Ann Arbor: University of Michigan Press.
- Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing*. London: Routledge.
- Crystal, D. 1997. *English as a Global Language*. United Kingdom: The Press Syndicate of the University Press, Cambridge.
- Deeson, E. 2006. Creating learning to learn school. *British Journal of Educational Psychology*, 37 (4), 651.
- Dendrinis, Bessie. 1992. *The EFL textbook and ideology*. Athens: Grivas.
- DES (2006). *2020 vision: report of the teaching and learning in 2020 Review Group*. Nottingham: Department for Education and Skills.
- Foster, P., Tonkin, A. and Wigglesworth, G. 2000. "Measuring Spoken Language: A Unit for all Reasons." *Applied Linguistics*, V.21, n. 3, Pp: 354–375.
- Gebhard, Jerry G. 1996. *Teaching English as a Foreign or Second Language: A Teacher Self-development and Methodology Guide*. Ann Arbor: University of Michigan Press.
- Gorman M (1998). The 'structured inquiry' is not contradictory to focused independent learning teaching. *Teaching History*, 92, 20–5.
- Graves, K. 2008. The language curriculum: A social contextual perspective. *Language Teaching* 41 (2), 147-181.
- Harmer, J. 2004. *The Practice of English Language Teaching*. Third Edition. Harlow: Pearson Education.
- Hinds D (2007). It is all about me. *TES Magazine*, 5/10/07, 14-19.

- Hinkel, E. (Ed.). 2005. *Handbook of research in second language teaching and learning*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Hornby, A. S. 1974. *Advanced Learner's Dictionary* reviewed by A. C. Gimson in *Journal of the International Phonetic Association*.
- Howarth, P. 2001. "Process Speaking. Preparing to Repeat Yourself". MET. V, 10, n.1, Pp: 39-44.
- Hymes, D. 1971. "On communicative competence." In Pride, J. B.; Holmes, J. (eds.). *Sociolinguistics*. Harmondsworth: Penguin. 269–293.
- Kesten C (1987). *Independent learning*. Saskatchewan: Saskatchewan Education.
- Krathwohl DR, Bloom BS and Masia BB (1964). *Taxonomy of educational objectives, Book II. Affective domain*. New York: David McKay.
- Meyer et al. 2008. *Independent Learning: Literature Review*. Learning and Skills Network
- Montalvo FT and Torres MC (2004). Self-regulated learning - current and future directions. *Electronic Journal of Research in Educational Psychology*, 2, 1-34.
- Myhill D and Warren P (2005). Scaffolds or straitjackets? Critical moments in classroom discourse. *Educational Review* 57(1), 55–69.
- Nadeak, B., & Naibaho, L. (2020). Video-Based Learning On Improving Students' learning Output. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(2), 44-54.
- Naibaho, L. (2019). The effectiveness of independent learning method on students' speaking achievement at Christian University of Indonesia Jakarta. *Asian EFL Journal*, 23(6), 142-154.

- Naibaho, L. (2019). The Effectiveness Of Scaffolding Method On Students'speaking Achievement. *International Journal of Research-Granthaalayah*, 7(5), 193-201.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw-Hill Publishing Co.
- Perry NE, Phillips L and Hutchinson L (2006). Mentoring student teachers to support self-regulated learning. *Elementary School Journal*, 106(3), 237–254.
- Piaget J (2001). *Studies in reflecting abstraction*. Hove: Psychology Press.
- Pintrich PR (2000). The role of goal orientation in self-regulated learning. In M Boekaerts, PR Pintrich and M Zeidner (eds.), *Handbook of self-regulation* (pp451- 502). San Diego: Academic Press.
- Richards, J.C. and Renandya, W.A. (Eds). 2002. *Methodology in Language Teaching*. Cambridge University Press.
- Richards, Jack; Rodgers Theodore. 2007. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Taggart G, Ridley K, Rudd P and Benefield P (2005). *Thinking skills in the early years: a literature review*. Slough, Berkshire: NFER.
- Thornbury, Scott. 2000. *How to teach grammar*. Harlow: Longman. .2005. *How to teach speaking*. Essex: Pearson Longman
- Torky EL Fattah. 2006. *The Effectiveness of Task-Based Instruction Program in Developing Secondary Stage Students' English Language Speaking Skills*. Ain Shams University.
- Van Ek, J. A.; Trim, J. L. M. 1990. *Threshold level 1990*. Strasbourg: Council of Europe Press.

- Van Grinsven L and Tillema H (2006). Learning opportunities to support student self-regulation: comparing different instructional formats. *Educational Research* 48(1), 77-91.
- Van Lier, L. (1989). 'Reeling, writhing, drawling, stretching, and fainting in coils: Oral proficiency interviews as conversation.' *TESOL Quarterly* 23(3), 689-508.
- Vygotsky L (1978). *Mind and society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wallace B (2002). *Teaching thinking skills across the middle years*. London: David Fulton.
- Weekes D and Wright C (1998). *Improving practice: a whole-school approach to raising the achievement of African Caribbean youth*. London: Runnymede Trust.
- Weiss M (2004). *Developmental sport and exercise psychology: a lifespan perspective*. Morgantown, West Virginia: Fitness Information Technology Inc.
- Williams J (2003). *Promoting independent learning in the primary classroom*. Buckingham: OUP.
- Zimmerman BJ (2002). Becoming a self-regulated learner: an overview. *Theory into Practice*, 41(2), 64-72.

AUTHOR PROFILE

Dr. Lamhot Naibaho, S.Pd., M.Hum.



Lamhot Naibaho was born in Buluduri, November 18, 1985. He is the sixth of seven children, the son of Lamasi Naibaho and Sonti Aritonang. His father was a civil servant, and his mother was a farmer. His education level starts from elementary school at 030404 Buluduri Elementary School, continues to junior high school at SMP Negeri 2 Laeparira, and high school at SMA Negeri 1 Sidikalang. After that, he continued his studies in 2005 at Medan State University in the Department of English Education and graduated as a Cumlaude student in 2009. Then he continued his studies to a higher level at the Medan State University Postgraduate Program in 2010 and graduated as a student with the best achievement and the highest GPA (4.00) in 2012. Currently, he is taking a Doctoral Program at the State University of Jakarta and is completing his dissertation, which entered in 2012. He started his career in 2002 while sitting in the first class chair at High school as an English teacher at PEEC (Prima Essential English Course) in Sidikalang for three years. While sitting in the lecture chair, he was a guest at one of Paparon's Pizza for two years, then became an English tutor at the BIMA Learning Guidance in Medan for two years, and also as a private English teacher. In the last semester of his undergraduate studies, he was chosen to become a translator and teacher assistant at NGO-Caritas Switzerland in Aceh Singkil. After that, he was accepted as an English lecturer at Amik Universal and STT Paulus Medan and later became an English Consultant at IOM (International Organization for Migrants). Moreover, finally, until now, he has been a lecturer at the Indonesian Christian University in the English Study Program.

Independent Learning as a Method on

LEARNING SPEAKING

Speaking skill is an essential skill in English language learning, as it is also said. Recently, the mastery of English, especially in speaking, does need. Because of that, it has been dramatically increasing as English strengthens its position as a language for international communication. It is the working language in 85% of international organizations. Emphasizes that speaking is one of two productive skills in language teaching. It is because speaking is a process of building and sharing meaning through verbal or oral forms.

Besides, speaking is helpful for the students to learn a language because through speaking, they are provided many advantages, such as reinforcing the grammatical structures, idioms, and vocabulary. Speaking also enhances the students' adventure with the language; by speaking, the students will be involved with the language effort to express their ideas. In order to be able to speak in English, of course, students should have learned the language first, whether it is formally or informally. In this process of learning, of course, there should be someone who facilitates them. They are usually called a teacher, tutor, or lecturer. English language teaching and learning is always considered essential thing to be mastered. Because of that, approaches and methods for teaching English, especially speaking, have been long focused on language teaching research and conferences, and then a considerable number of conversation and other speaking course books, audios, and videos are continuously published.

Realizing the high importance of English speaking skills for English for foreign language (EFL) programs, it is essential to find and use the best instructional methods, materials, activities, media, and other requirements to help the learners master speaking skills. However, although many studies have been conducted to help learners master English speaking skills, many EFL learners still find it challenging to master, in addition to the view that speaking is the most complex and challenging skill to master (Hinkel, 2005). Another cause is possible that those studies still mainly deal with the linguistic aspects of second language acquisition. Little research has been carried out regarding students' perspectives on the learning of speaking in the EFL classroom. In contrast, students' views, which at least provide awareness to teachers in this context, are essential.