Promoting Learners' Autonomy Through Presentation in Academic Speaking Class

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Abstrak

Otonomi siswa memiliki peran yang penting dalam pembelajaran bahasa. Salah satu cara yang dapat dilakukan untuk mempromosikan otonomi siswa adalah dengan melakukan presentasi; baik presentasi yang dilakukan secara berkelompok maupun individu. Namun, siswa sekolah menengah mempunyai sedikit kesempatan untuk menggunakan otonomi mereka. Kebanyakan dari mereka cenderung pasif dalam proses belajar mengajar dan hanya duduk mendengarkan penjelasan guru. Oleh karena itu, penelitian ini bertujuan untuk memberi informasi kepada guru-guru di sekolah menengah tentang bagaimana pelaksanaan presentasi kelompok dan bagaimana presentasi tersebut dapat mempromosikan otonomi siswa. Penelitian ini menggunakan desain kualitatif. Sebagai subjek, peneliti memilih 22 orang mahasiswa di Universitas Negeri Surabaya yang sedang mengampu mata kuliah *Academic Speaking* kelas A. Selain itu, pengumpulan data dilakukan melalui observasi dan kuesioner. Hasil pengamatan melalui observasi menunjukkan bahwa pelaksanaan presentasi kelompok untuk mengembangkan otonomi siswa di kelas *Academic Speaking* mencakup empat tahap diantaranya adalah *Building the context, Modelling and deconstructing the text, Join construction, and Presentation*. Selain itu, hasil kuesioner menunjukkan bahwa pelaksanaan presentasi kelompok dapat digunakan untuk mengembangkan kemandirian siswa. Berdasarkan hasil tersebut, peneliti menyimpulkan bahwa penerapan presentasi grup untuk mengembangkan otonomi siswa di kelas *Academic Speaking* A sesuai dengan teori meskipun tidak semua kriteria dari otonomi siswa diterapkan, terlbih para siswa juga menunjukkan tanggapan yang positif terhadap kemandirian mereka melalui presentasi kelompok. Peneliti berharap para guru di sekolah menengah dapat menggunakan presentasi kelompok untuk memfasilitasi siswa untuk menerapkan otonomi mereka. Selain itu, penelitian lebih jauh tentang otonomi siswa dan presentasi individu perlu dilakukan oleh peneliti selanjutnya.

Kata Kunci: Otonomi Siswa, Presentasi, Berbicara, Kelas *Academic Speaking*

Abstract

Learner autonomy has an important role in language learning. One of the ways that can be done to promote learners' autonomy is through presentation. Unfortunately, high school learners have limited chance to use their autonomy. They tend to be passive in the class during the teaching-learning process since they mostly only sit and hear the teacher explanation. Thus, this study was aimed to inform the high school teachers about the implementation of group presentation and how it can promote learners' autonomy. The design of the research was qualitative research. Moreover, as the subject, the researcher chose twenty-two learners in the State University of Surabaya taking Academic Speaking Class A. The data were obtained through observation and questionnaire. The result from the observation showed the implementation of group presentation to promote learners' autonomy in Academic Speaking Class A covered four stages, those are: *Building the context, Modelling and deconstructing the text, Joint construction, and Presentation*. Moreover, the questionnaire's result indicate group presentation can be used to promote learners' autonomy. From the result, the researcher concludes the implementation of group presentation to learners' autonomy in Academic Speaking Class A is in line with the theory although the lecturer did not apply all of the basic principles, and the learners have positive response to the group presentation toward their autonomy. The researcher hoped the senior high school teachers can utilize group presentation to make the learners apply their autonomy. Moreover, the further research about learner autonomy is needed to be conduted.

Key Terms: Learner Autonomy, Presentation, Speaking, Academic Speaking Class

INTRODUCTION

As the time goes by, education system has several changes in order to adapt with the students' need especially in the language learning aspect. Many educators, experts, and researchers have found the concept of "autonomy" in English Language Teaching, and it becomes one of the issues in the teaching field nowadays. Educators need to realize that every learner is unique. Lecturers and teachers cannot force the learners to be the same as the others. Moreover, the goal of the education is to make the learners able to communicate effectively, so the learners are asked to become independent and autonomous to study both inside and

outside the classroom by themselves. In order to be autonomous learners, the learners need to take a responsibility toward their own learning and have more chance to manage their learning, explore their skill, and apply their knowledge. In this case, it is called as learner autonomy.

Learner autonomy has an important role in language learning meaning that the learners need an opportunity to control their own learning process such as selecting their own learning styles, learning strategies, and learning objectives. Holec in Farivar & Rahimi (2015) defines learner autonomy as the ability to take charge of one's own learning. It states clearly that every learner has the right and power to decide their learning process. Breen & Mann in Khoosf & Khosravani (2014) support that idea by saying that autonomous learners are those who seek the opportunities to learn outside the classroom setting and create their own instructional setting freely. Moreover, Littlewood (1996) says, "An autonomous learner is a person who has an independent capacity to make and carry out the choices which govern his or her actions." The experts focus on the same arguments that the learners have a responsibility to determine their own way in the learning process.

According to Cirocki (2016:152), learner autonomy can be done in several methods and techniques; those are project work, pair or group work, learner journal, dialogues/role play, drama, presentation, and many more. Conducting a presentation can be one of the techniques that can be utilized to promote the learners' autonomy. Here, presentation can be delivered by using power point, prezi, poster, etc and it can be done in a group or individually. According to the data that the researcher gets, thirty-seven percent (37%) out of 120 respondents (from secondary school teacher) use presentation as their way to promote learner autonomy (Cirocki, 2016:152).

Presentation, as one of the ways to promote learner autonomy, is closely related to speaking competence. It requires good speaking ability in order to have a great presentation. However, in learning English as the foreign language, mostly the learners have some problems in their speaking ability. Speaking becomes one of the challenging skills since there are many components that should be mastered and prepared. Syakur in Fajariyah (2009) states that speaking is a complex skill because at least it covers four components; those are grammar, vocabulary, pronunciation, and fluency. Lack of confidence, vocabularies, the low comprehension of grammar and the rare practice to use the L2 become the most factors why the learners have a problem in improving their speaking ability.

In addition, conducting presentation is not something new to undergraduate students. It cannot be separated from the college life. Here, presentation becomes one of the activities held in Academic Speaking Class. By conducting a presentation the learners will have their own authority in preparing and constructing the material. The role of the lecturer in this class is as the facilitator and counselor in promoting the learners' autonomy (Little, 2004; Voller, 1997). It means that when the learners find a problem, the lecturer can provide a solution. Then, the lecturer can also assist the learners in preparing the material that will be presented.

In presenting the material that is asked by the teachers or lecturers, learners will develop the material based on how far the knowledge that they have. Furthermore, they can also make a power point presentation based on the topic that they like and they are interested in. If it is done in a group work meaning that the teacher or lecturer facilitates the learners to apply their knowledge and give them chance to become autonomous learners. Unfortunately, based on the researcher's experience, the students in secondary school get a little exposure in improving their speaking ability. They are used to listen to the teacher explanation all the time, and there is a little chance for the learners to experience and manage the learning process by themselves. Therefore, the learners will have limited opportunities to use and apply their knowledge. The result is they will become less active during the learning process, and the learners will not have any experience in learning a language.

In addition, related to this present study, there are a number of research investigating learners' autonomy. Tran & Duong (2018) conducted a research about EFL learners' perceptions of factors influencing learner autonomy development. The result of this study was some of the learners felt that portfolio could assist them as their self-awareness, decision making, and self-management ability in order to become the autonomous learner. Khoosf &Khosravani (2014) did a similar research with the previous study which was introducing Email portfolio as a means of developing EFL learner's autonomy. The result was clear that email portfolio could develop their autonomy and interaction in the classroom.

However, those previous studies did not focus on the speaking ability of the learners. Here, the present research aimed to cover the flaw. Regarding to the fact that the researcher gets, therefore, it leads the researcher to investigate the learners' autonomy through conducting a presentation. This present study analyzed how group presentation, in Academic Speaking Class, can promote learners' autonomy. Therefore, two research questions are formulated as follows:
1. How does the lecturer implement group presentation in Academic Speaking Class to promote learners' autonomy?

2. How can group presentation promote the learners' autonomy?

RESEARCH METHOD

To answer these research questions, the researcher intended to use qualitative research as the research design since the result was described and explained in the form of words and description. Ary et.al (2010) stated qualitative research is based on the social phenomena seen from the human's perspective in the natural setting. In this study, the researcher became a non-participant observer meaning that the researcher did not have any contribution during the class. Therefore, it created a natural setting.

The subjects of this study were an English lecturer and twenty- two English Education Department students in the fourth semester taking Academic Speaking Class A in UNESA. The researcher chose this class since the learners were taught how to conduct and deliver group presentation for academic purposes, and it fits with the aims of this study.

In addition, to investigate this study, the researcher used three instruments; those were field notes, questionnaire, and self-assessment sheet. Field note was utilized to become the main instrument for the first research question. It consist of two parts which are descriptive part and reflective part. Moreover, the second research question was obtained through open-ended questionnaire. It consists of ten questions about the basic principles of autonomous learners adapted from Littlejohn in Jamila (2013). The third is self-assessment sheet. It is be used as the learners' self evaluation after presenting group presentation, and the questions were modified from Northwestern University.

After the data had been collected, the researcher analyzed and synthesized the data based on (Ary et.al, 2010:530). According to him, there are three stages in analyzing the data for the qualitative research which are familiarizing and organizing, coding and reducing, and interpreting and representing the data. In the first stage the researcher read and comprehended the notes and the result of the questionnaire. Then, in the second stage, the researcher put some codes to indicate the important points of each data. By giving code in the data, the researcher could reduce the inappropriate information in order to ease her in analyzing the data. In the last stage, the researcher interpreted and represented the data in the form of words since it belongs to qualitative research.

RESULTS AND DISCUSSION
Results
The Implementation of Group Presentation to Promote Learners' Autonomy in Academic Speaking Class
From the result of the observation about the implementation of group presentation in Academic Speaking Class to promote learners' autonomy, there are four stages applied by the lecturer, those are;
1. Building the Context and Modelling and Deconstructing the Text

In the first meeting, the lecturer implemented *Building the Context and Modelling and Deconstructing the Text* stage. The topic was about analyzing the components of a journal. Here, the lecturer taught the learners how to examine a text and decide a topic based on the audiences' interest. Then, he gave the learners an example of a journal. He said that there were several parts that should be known in a journal; those are the introduction, literature review, research question, significance of the study, method, result, and also conclusion. Moreover, when the lecturer explain about the research methodology, it was divided again into several points which are research design, subject, data, instruments, data collection techniques, and also data analysis. Here, the lecturer explained the points one by one.

From the researcher observation, the basic principles of autonomous learners that was existing in this stage was lecturer acted as a facilitator as he/she adapts materials, methods, and other supports to support the learners' need. It could be seen when the lecturer gave the learners many journals that could ease the learners to select a topic for their presentation. Moreover, another basic principles that existed was an autonomous classroom provides an easy, comfortable, and non-threatening climate.
2. Joint Construction

In this meeting, the learners were taught how to transform a text into a power point presentation. The lecturer said that the topic was the organization of an effective presentation. He mentioned that there are three main parts of a presentation; those are the introduction, main body, and conclusion. First, it was the introduction. In this part, he informed some points that the learners should do such as welcoming the audience, introducing the subject, outlining the structure, and giving instructions about questions. The second was the main part of the body of the presentation. The learners were asked to add seven components; those are: Background of the study, significance of the study, review of related literature, and research methodology.

The last part of a presentation was the conclusion. The lecturer mentioned that conclusion consists of three

parts; those are signaling the end, summing up, and also giving recommendation. After that, the lecturer asked the learners to sit with their group and try to arrange a power point for their presentation. He also told the learners that they could do consultation if the learners had a problem.

There are some basic principles of autonomous learners emphasized in this stage, those are: Learners plan to make set objectives since they needed to do preparation with their partner, learner autonomy shifts its focus from teaching to learning since the lecturer focuses on the learners' freedom and chance to prepare the presentation by themselves, and a teacher is always a friend since in this stage the learners can consult their topic and problem when they arrange their power point presentation.

3. Presentation

The presentation stage was held in the three meetings. The lecturer greeted the learners and directly informed some important information before the learners presented their group presentation. First, he informed that the time for each group would be 20 minutes; the time for the presentation and question & answer section. The lecturer said that there should be one moderator for each group to run the presentation process. The moderator was one of the members in the next group of the presenter. He also informed the learners to ask not more than three questions for each group and encouraged them to be active in the classroom since it was Academic Speaking Class. The learners who asked the question should tell their name and registration number. In the end of each presentation performance, the learners got a feedback, comments, and suggestin from the lecturer. He gave comments on the topic presented, on the learners' pronunciation, on the layout of the power point, etc.

In this stage, the basic principles of autonomous learners that are emphasized are an autonomous classroom provides an easy, comfortable, and non-threatening climate during the teaching-learning process, it could be seen when the audiences did not afraid to ask questions to the presenter, and the lecturer did not blame the learners when they did a mistake.

During the observation, the researcher pointed out that the lecturer already applied some basic principles of autonomous learners stated by Littlejohn in Jamila (2013) in the group presentation in Academic Speaking Class in order to promote the learners' autonomy. The principles are learners plan to make set objectives, learners autonomy shifts the focus from teaching to learning, a teacher is always a friend in the classroom that can make the learners relax, a teacher becomes a facilitator that provides the learners with some materials and methods related to their needs, and a teacher creates a relax, comfortable, and non-threatening climate in the classroom.

Promoting Learners' autonomy through Group Presentation

There were two parts of questions in the questionnaire. The first part consists of ten questions. The questions were adapted from Littlejohn in Jamila (2013) about some basic principles for autonomous learners. Moreover, the second part was used as the self-assessment of the learners, and there were five questions that should be answered.

a. The First Part of the Questionnaire

In the first part, asking about the general information about the definition of learner autonomy, many learners stated that learning autonomy is the students' right and authority to decide their own method and strategy in their learning process such as choosing their own materials and appropriate method as they want. Moreover, some learners answered the first question by saying that learner autonomy is a kind of independent learning which the learners become centered in the teaching-learning process and the teacher only acts as a facilitator. Furthermore, there are few students having different answers. One of them answered that learner autonomy does not need any explanation from the lecturer.

Next, when the learners were asked about whether the lecturer focuses more on the teaching process or the learning in the classroom, more than half learners chose the learning process. Most of them said that the lecturer only explained the material in general then asked them to develop the material by themselves. The lecturer also tried to encourage the learners to participate in the class actively. Meanwhile, there are some learners choosing the teaching process. One of them said, "In my opinion, it is teaching process. Because lecturer only explain about the material to the learners." However, there are few learners answered both the teaching and learning process.

Then, the researcher asked the learners whether they have freedom to choose the topic and construct the content of their group presentation or not. Nearly all of the learners said that they have freedom to choose the topic based on their interest. The lecturer only gave them a big theme which was about English Learning Method (ELT), and he also provided some journals that could be chosen by the learners. For the content of the presentation, the lecturer only gave the learners the structure or pattern and allowed the learners to construct the presentation by themselves. However, there is one learner saying that she did not have the freedom to choose the topic and construct the presentation by herself since all of the topics were chosen by the lecturer.

The next question asks about whether or not there are self-assessment and peer evaluation during the

preparation and after the performance of group presentation. More than half learners answered that there was no both self-assessment and peer evaluation. The learners mentioned that they only got an evaluation such as feedback, comments, and advices from the lecturer toward their performance. On the one hand, there were some learners who had different answers. Four out of nine learners said that there was peer evaluation after they presented their material, and there is one learner saying that there was self-assessment during the preparation and after presenting the material by giving comments.

Asking about the role of the lecturer in the classroom, the researcher found several kinds of answers stated by the learners. They mentioned that the role of the lecturer could be as a facilitator, observer, corrector, teacher, counselor, evaluator, adviser, etc. However, there was a learner who had a different opinion. The learner said, "The lecturer is dominating the class than the students. The students also rarely to ask something to the students for helping them to prepare their presentation."

In addition, when the learners are asked about the role of their friend in the different groups during and after the preparation of the group presentation, most of them said that their friends would act as a moderator in their presentation, and at the end of the presentation, the other learners asked some questions to the presenter.

Asking about the atmosphere during the teaching-learning process whether it is relaxing or threatening, most of the learners answered that the atmosphere in their class was relaxing. In addition, there are few learners mentioned that the class atmosphere was threatening. Furthermore, the rest of the learners agreed that the class atmosphere was sometimes relaxing and threatening. The learners felt afraid when they had to perform in front of the class and got some questions from their friends.

The next is about the learners' opinion whether or not group presentation can become one of the ways to help them manage their own learning. Nearly all of the learners answered group presentation could help them manage their own learning. The point is the learners feel that they can manage their own learning since they have a partner to discuss with. By having a partner, the learners can share the information and find a solution when they have a problem together. However, there were two learners who had different answers. One of them said that group presentation was not enough to help her manage her learning. She stated that she needed many sources or other ways. Another learner answered that she preferred to study by herself since she would feel more focus and relax.

Asking about the learners' opinion whether or not they can be more independent after presenting a group presentation, half of the learners answered that they felt more independent after presenting a group presentation since they had prepared the presentation and knew what to do. Moreover, some learners seemed difficult to differentiate between independent and confident. From the answer, the researcher found that there was misconception or misunderstanding toward the question. The learners mentioned that they felt more confident to speak in front of public after presenting a group presentation.

The last question in the first part is about whether there are benefits that the learners get after presenting a group presentation or not. The result shows that all of the learners agreed that they got some benefits after presenting a group presentation. There were many kinds of benefits such as becoming more independent, confident, active and having a good understanding of the material.

b. The Second Part of the Questionnaire

The second part of the questionnaire is about self-assessment, and it consists of five questions. The learners answered the questions in the form of explanation or essay.

The first question asks about whether the learners participate in developing the ideas and planning the group presentation in their group or not. The result shows that nearly all of the learners participated in the process of developing ideas and planning the presentation. The learners stated that they cooperated with their member to prepare the presentation. Also, they mentioned that they shared their opinion to their group in order to build good teamwork to create a good power point presentation. Only one learner said that she sometimes participated in developing planning and ides, and sometimes did not.

Next, the researcher wants to know whether each of the learners has a willingness to discuss the idea of their pair or not. Nearly all of the learners answered they had willingness to discuss the ideas of others. Furthermore, few learners answered the question by saying that they sometimes had willingness to discuss and sometimes had not.

Asking the learners whether or not they cooperate with other group members which is in line with the question in the first part of the questionnaire about the role of the learners' friend, the researcher found some different answers. First, the learners answered that they cooperated with other group members. The learners stated that when they found some difficulties, they usually asked their friends' advice or comment to solve the problem. Moreover, their friend also became a moderator when they presented a presentation. Second, the learners interpreted "other group members" as their own pair. The learner said that they divided the part of

the presentation with their partner equally. Third, there were two learners answering no. They did not cooperate with other groups since they only did the assignment with their partner.

The next question asks about whether the learners participate in leading or facilitating the discussion. The result more than half learners answered that they participated in leading the discussion. They explained that they became a moderator when their friend performed, and they also got involved in the discussion when they had an idea.

The last point in the questionnaire is about the familiarity of the material chosen by the learners. Most of the learners answered that they were familiar and ease with the topic in their presentation. They mentioned some reasons such as they were familiar with the topic since it was relevant with their interest, they had a freedom to choose the topic, and the topic was related to their previous subject which was ELT method. However, not all of the learners feel ease and familiar with the topic in their presentation. Some of them claimed that they were not familiar with the topic since it was the first time for them to read a journal about ELT. Also, some learners mentioned that they found some journals that were new to them.

Discussion

The Implementation of Group Presentation to Promote Learners' Autonomy in Academic Speaking Class

The researcher will discuss the result of the observation by using field notes about the implementation of group presentation in Academic Speaking Class A and match them with theory from Richards (2015) about teaching presentation. Based on the theory adapted by the researcher, teaching presentation is divided into four stages; those are *Building the Context, Modelling and Deconstructing the Text, Joint Construction,* and *Presentation*. The following table below shows the comparison between the theory of teaching presentation from Richards (2015) and the activities done by the lecturer in teaching group presentation to promote learners' autonomy in Academic Speaking Class A.

No	Teaching Presentation Stage (Richards, 2015)	The Implementation in Academic Speaking Class
1.	**Building the Context** a. The teacher teaches the learners to examine a text in which it occurs and consider its purposes. b. The learners are also taught to expect the audiences. c. The basic principle of autonomous learners that exist is the lecturer acts as a facilitator as he/she adapts materials, methods, and other supports to support the learners' need.	**The Second Meeting (Building the Context and Modelling and Desconstructing the Text)** a. The lecturer taught the learners how to examine a text, consider its purposes, and expect the audience. b. The lecturer explained the components of a journal to the learners in detail starting from the background of the study until the conclusion and suggestion. c. The basic principle of autonomous learners that exist are the lecturer acts as a facilitator as he/she adapts materials, methods, and other supports to support the learners' need and an autonomous classroom provides an easy, comfortable, and non-threatening climate.
2.	**Modelling and Descontructing the Text** a. The text is examined in terms of its language and discourse features. b. The teacher will teach the learners to analyze the composition of the text such as the content, the language used , the writer's point of view, etc. c. The basic principle of autonomous learners that exist is the lecturer acts as a facilitator as he/she adapts materials, methods, and other supports to support the learners' need.	
3.	**Joint Construction** a. The teacher starts to teach the learners how to transform a text into a power point presentation. b. The teacher also explains the contents of the presentation starting from the opening until the closing with some expressions that is usually used. c. The basic principles of autonomous learners that exist are learners plan to make set objectives, learner autonomy shifts its focus from teaching to learning, and a teacher is always a friend for the learners.	**The Third – Sixth Meeting (Joint Construction)** a. The lecturer taught about the organization of presentation and how to trnsform a text into a power point. b. The lecturer provided some expressions used in every part of a presentation. c. The lecturer asked the learners to make a powerpoint presentation in a group. d. The basic principles of autonomous learners that exist are learners plan to make set objectives, learner autonomy shifts its focus from teaching to learning, and a teacher is always a friend.
4.	**Presentation** a. The learners are asked to present the result of their preparation. b. The learner will get comment and	**The Seventh – Ninth Meeting (Presentation)** a. The learners were asked to present their group presentation by using power point. The presentation performance was

	feedback from their teacher and also their friends. c. The basic principles of autonomous learners that exist are learners have full freedom in monitoring their progress, learners can evaluate their learning by themselves where self-assessment and peer evaluation get importance, and an autonomous classroom provides an easy, comfortable, and non-threatening climate during the teaching-learning process.	divided into three sessions where one session consists of four groups. b. The learners were informed to prepare their individual presentation as the final test. c. The learners got feedback and suggestion from the lecturer. d. The basic principle of autonomous learners that exist was an autonomous classroom provides an easy, comfortable, and non-threatening climate during the teaching-learning process..

From the table above, almost all of the stages between teaching stages from Richards (2015) and the real implementation of teaching group presentation to promote learners' autonomy in Academic Speaking Class A are the same. However, there is a missing point in the *Presentation* stage. Here, Richards (2015) stated that after presenting the material, the learners will get feedback from both teacher and other learners. However, it does not happen in the implementation of a group presentation in Academic Speaking Class A. From the observation result, the researcher found that the presenters only got feedback and suggestions from the lecturer because the result of the group presentation performance would become the learners' mid-term score.

In the implementation of group presentation to promote learners' autonomy in Academic Speaking Class A, the lecturer already applied some of the basic principles in the teaching-learning process. However, not all of the basic principles from Littlejohn in Jamila (2013) had been applied by the lecturer. There are some other principles that are not applied such as the lecturer do not ask the *learners to make set objectives, to evaluate their learning by themselves where self-assessment and peer evaluation get importance, and to select their learning strategies according to their needs and* goals. Moreover, in the teaching-learning process *there is no a total chance to reshape approaches and procedures for optimal learning*.

In brief, the researcher can conclude that the implementation of group presentation to promote learners' autonomy in Academic Speaking Class A is in line with the theory from Richards (2015) about teaching presentation stages. Moreover, the lecturer also has

applied some basic principles of autonomous learners in the classroom in order to encourage the learners to be active in the class and use their autonomy although there are some missing points.

Promoting Learners' Autonomy through Group Presentation

This second part of the discussion is expected to answer the second research question which is about how group presentation can promote learners' autonomy. The researcher will match the questionnaire result that she gets with the theory from Littlejohn in Jamila (2013) about some basic principles of autonomous learners.

The first point, Littlejohn in Jamila (2013) mentioned that learner autonomy shifts its focus from teaching to learning. The result from the observation showed that the lecturer emphasized more in the learning process rather than the teaching process. In the beginning, he taught the learners about the components of a journal and gave them some journals that might become their topic. Here, the learners were free to select the topic given by the lecturer or find their own topic in the internet. Then, he continued to give the learners information about the content of a presentation starting from the opening until the closing. Also, the lecturer informed the learners about other media to present a presentation which was poster presentation. Those teaching processes were conducted in the first until fourth meetings.

Furthermore, relevant to the observation result, the questionnaire result also showed that most of the learners stated that the main focus activity in the classroom was the learning process. Here, the learners stated that the lecturer gave and facilitate them with the material or general information before they presented a group presentation, and they mentioned that the lecturer also encouraged them to participate in the discussion during the teaching-learning process. The learners also had the freedom to choose the topic and construct the presentation by themselves. When the learners found some difficulties in understanding the topic or constructing a power point presentation, they were allowed to ask for a help to the lecturer.

The second point, the process of the lecturer facilitate the learners with several materials, methods and other supports according to the learners' need, and It is in line with the statement from Littlejohn in Jamila (2013). The lecturer gave some journals to the learners as their references to select a topic. Moreover, the lecturer provided the learners with the example of poster presentation that could help them in arranging their poster presentation. For the content of the presentation itself, the lecturer only gave the learners a format or a rule. The learners might construct the presentation freely as long as it covered the format from the lecturer.

However, the lecturer did not force the learners to use exactly the same as what he explained. He allowed the learners to improvise and use some other expressions to deliver a presentation based on their interest.

The third point is the lecturer becomes the learners' friend and facilitator. It is relevant with the statement from Littlejohn in Jamila (2013). He said, " A teacher is always a friend" and "A teacher is a facilitator too as he/she adapts materials, methods, and other supports to the learners according to their needs". From the questionnaire result, the learners said that the lecturer for autonomous learners, the teacher also acts like facilitator, corrector, advisor, observer, etc. Here, the learners did not feel afraid to ask a help to the lecturer. They could ask anything to the lecturer if they got a problem and needed a solution.

The fourth point, "An autonomous classroom always provides an easy, comfortable, and non-threatening climate", said Littlejohn in Jamila (2013). The result of the observation done by the researcher showed that the learning activity in the classroom is relaxed and not threatening. The lecturer make the learners feel relax by giving jokes during explaining the material. Moreover, when the learners made a mistake, the lecturer did not correct it directly. In addition, from the result of the questionnaire number 7, the result showed that more than half learners in the classroom agreed that the atmosphere in the class was relaxing.

However, there are some points of the basic principles of autonomous learners that are not applied or existed during the preparation until the performance of the group presentation to promote learners' autonomy in Academic Speaking Class A. The points are *Learners plan to make set objectives, Learners evaluate their learning by themselves where self-assessment and peer evaluation get importance, Learners are free to select their learning strategies according to their needs and goals, and There is a total chance to reshape approaches and procedures for optimal learning*. In the group presentation performance, the lecturer actually did not ask the learners to do both self-assessment and peer evaluation. In this case, the reason was because the lecturer said that the score from group presentation performance would become mid-term score. Moreover, the lecturer only asked one of the learners to become a moderator when other groups presented their power point.

Next is the discussion about the self-assessment questionnaire. The purpose of giving the questionnaire about self-assessment to the learners is because it is one of the basic principles of autonomous learners. It is used as a tool to know whether the learners use their autonomy or not. From the questionnaire result, the learners showed that they participated during the developing ideas and planning the presentation with their partner since they realized that it was group discussion, so they must be involved. They worked together to result in a good power point presentation. By realizing that they were in a team, the learners understood that each of the members would have different ideas to construct the PPT. Here, from the result, the researcher can conclude that the learners had a willingness to discuss the idea with their partner. It shows that in the group presentation the learners could create good teamwork and have full freedom in monitoring their own progress. It is in line with the principle from Littlejohn in Jamila (2013) who said, "Learners have full freedom in monitoring their progress."

Moreover, in the self-assessment result, it showed not all of the learners asked for a help to their friend in other groups when they got a problem. They thought that the one who ought to be responsible for the presentation was the group itself. However, some other learners still needed help from their friends to ask advice about their problem. The result mentioned all of the learners agreed that they did cooperation with other group members when they presented their material when their friend became a moderator and when their friend ask some questions to them. This data was actually not really relevant with the statement from Oxford in Ikonen (2013) who state that social strategy is the most important strategy that can be applied by autonomous learners.

To sum up, from the questionnaire result, the researcher found that group presentation can be done to promote learners' autonomy because of some reasons. First, the learning process is emphasized. When the lecturer asks the learners to conduct a group presentation, the learners have more chance to use their autonomy. They can also be more independent since the lecturer gives the learners more opportunities to do or construct the presentation by themselves. Here, the learners have full authority in choosing a group, determining the topic, developing ideas, constructing the power point presentation, and dividing the part of the presentation with their partner. Second, the lecturer does not take too much role since he only becomes a facilitator, counselor, and also corrector during the preparation of the group presentation performance. In this case, it can encourage the learners to be more engaged and active in the class. Third, the learners mentioned that the atmosphere during the learning process was relaxed and not threatening, and it is in line with one of the basic principles of autonomous learners. The last, from the questionnaire result, nearly all of the learners agree that group presentation becomes one of the ways to promote their autonomy.

CONCLUSION

From the observation, the researcher can conclude that the implementation of group presentation in Academic Speaking Class A is in line with the teaching presentation stages mentioned by Richards (2015). However, the missing point is on the *Presentation* stage in which in the real implementation the lecturer did not give the learners chance to do both self-ssessment and peer evaluation. Moreover, the lecturer has already applied some basic principles of autonomous learners.

Moreover, looking at the questionnaire result, the researcher conclude that the learners also have positive response to the group presentation. Nearly all of them agree that group presentation can be done to promote their autonomy. It can be used to give them more freedom and chanceto explore and express their ideas. In group presentation, they can also cooperate with their partner to construct the presentation and solve the problem that they have together. They can also become more active in the class and experience the learning process directly.

SUGGESTIONS

For the high school teachers, the researcher suggests that the teachers can use group presentation as their way to facilitate the learners to apply or use their autonomy. Instead of giving lecturing all the time, the teacher can consider giving the learners a chance to study by themselves by doing a presentation. By conducting a group presentation, the learners will learn how to use their autonomy such as selecting their own topic, deciding the partner, choosing the appropriate learning strategy, taking responsibility for the choice, etc.

Furthermore, for the next researcher, the further research is needed especially to conduct a research about promoting learner autonomy through individual presentation in Academic Speaking Class.

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