



# The Effectiveness of Anticipation Guide and Visualization Strategies in Teaching Reading Comprehension to Students With High and Low Motivation

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### Abstract

The aims of the research are to explain how is the role of Dynamic Autonomy Model, and how is the participations of teacher in fostering English speaking skill in order to know its practicality in autonomous learning community. The research was qualitative case study research that used interview, questionnaire, classroom observation, and document analysis in order to answer the research questions definitely. By using purposive sampling, twenty students and one English teacher were selected in gathering the data from the questionniare. Then five students and one teacher did the interview to get deeper understanding about the issue. The result shows the role of Dynamic Autonomy Model is usefull to give reflections and foster the students in planning, choosing materials and methods, completing task, monitoring, evaluation, managing their learning, dealing with feelings, motivating themselves, and coopertaing with other. Further, the participations of teacher is irresplacable as a guide, facilitator, organizer and designer, cooperater, inspirator and supporter, monitor and evaluator, resource supplier, and atmosphere creator. In higher education, teachers are facing unprecedented changes with often larger classes, more diverse students with diverse needs, demands from state, society, and employers, thus, teacher's training should be conducted regularly so that the teacher is able to understand clearly what the participation and the strategies as well as the updated teaching methodologies to broaden his horizon.

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## INTRODUCTION

Fostering learning autonomy leads into changes in what students and teachers do in a classroom. Dam (2011), based on her 30 years of working experience with autonomous classrooms, mentions how versatile and irreplaceable the participation of a teacher is in the autonomous classroom. He argues that in order to foster autonomy the teacher has to offer five elements for the learners. First of all the teacher has to offer choice for the learners, which will motivate them.

Secondly, the teacher has to offer clear guidelines for the learners, for instance what is required of them or what restrictions the curriculum sets. As argued by Dam (2011), learners will not be willing to take over the decisions regarding their learning unless they feel secure about what is expected and demanded from them. Thirdly, as the focus has to be on learning rather than on teaching, the teacher should introduce exercises where all learners can add something to the activity as well as gain from it. Fourthly, Dam argues for the importance of using the target language and using it genuinely. Lastly, the teacher has to include learners into the evaluation process. This is according to Dam one of the most important parts of fostering autonomy. In order to be able to do evaluation themselves, the learners need to be given tools and reasons for using them.

Nevertheless, Balçıkanlı (2011) and Reinders (2010) believe that teacher educators play a salient role or participation in student teachers' experience with learner autonomy by allowing more room for greater motivation, negotiation and decision making. Dam (2011) also notes that it is crucial that this evaluation is continuous and daily. Dam recognises the possible difficulties when trying to reach this way of teaching, for instance teachers often feel reluctant to hand power over to the learners. Instead of it, according to Benson (2011) there has not yet been a reliable method of testing autonomy, but what can be seen from the current study is that the tests need to be context-sensitive and usually suitable only for single use.

To overcome the problem described by Benson (2011), Tasinari (2018) still develop Dynamic Autonomy Model as the part of self-assessment in language autonomy learning. The dynamic model of learner autonomy sums up the components of autonomous learning in terms of learners' competencies, skills, choices, and decision-making processes, and accounts for their mutual relationships. These components are interrelated with teacher role as cooperator, counselor, and evaluator.

The basic knowledge of Dynamic Autonomy Model is self-assessment. Self-assessment, then, becomes autonomous assessment defined by T. Lamb (2010) as any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' autonomy. Some researches on the implementation of self-assessment in autonomous learning context have been conducted. Some experimental research have done by Baleghizadeh and Masoun (2013), Ghaemi and Barzgarn (2017), Mort and Hansen (2010). Gardner (2000) and Mok et al. (2006) believe that self-assessments provide learners with personalised feedback on the effectiveness of their learning strategies, specific learning methods and learning materials. Self-assessments provide milestones in the ongoing process of reflection that all autonomous learners are engaged in. Self assessment have positive attitude of students toward learning and help the learners to perceive their progress and what is still needed to reduce the gap (Andrade and Du, 2007; Maiulien, 2007).

Meanwhile, as an accumulation of English competences as well as a tool for communication, speaking has many definitions. Tarigan (1990) says that speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling. According to Chaney (1998) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Thus, speaking is so complex because it includes many aspects such as grammar, pronunciation, fluency and vocabularies. So it will not easy to get speaking skill because we should master those aspects.

Learner autonomy is undoubtedly one of the hot topics in current trends for ELT. It has gained popularity as CLT became the leading language teaching approach (Asuman, 2010). Autonomy in language learning is an important goal worth directing our learners towards and few today would dispute such a claim. Despite areas which continue to attract debate (e.g. assessment, cultural appropriacy), a general consensus among scholars and language teaching practitioners in support of this goal has continued to grow over the past several decades (Benson, 2011; Dam and Legenhausen, 2017; Lamb, 2017; Little; Mynard, 2011).

Teachers' roles or participations in developing learning autonomy should be taken into account and never be ignored. Some related studies toward this present research is grouping from the core of teachers' participations, namely the actional studies on the language classroom setting (Wang, 2015; Abdelrazeq, 2018), and also literature studies on the basis of roles in promoting autonomous language learning (Abdolrezapour and Fallah, 2015; Alonazi, 2017; Balçıkanlı, 2010; Hamamorad, 2016; Pfanner, 2015; Pishghadam, 2015; and Yan, 2012).

The dynamic model of learner autonomy sums up learners' competencies, skills, choices, and decision-making processes, and accounts for their mutual relationships. In addition, 'can-do' statements describe in detail learner's competencies, skills, and behaviors. The components of the dynamic model are spheres of competencies, skills, and actions (Tassinari, 2015).

Furthermore, it is a misinterpretation that teachers, roles are no longer the part in the autonomous learning process. However, the fact is that teacher plays a vital participation and their responsibilities can never be ignored. In deed, some roles proposed by Han, 2014; Aoki, 2000; Liu, 2004; and Zhuang, 2010, teacher takes roles a a guide, facilitator, organizer and designer, cooperater, inspirator and supporter, monitor and evaluator, resource supplier, and atmosphere creator.

## METHOD

In order to get detail information to answer the research questions, qualitative case study is employed. This study focuses in the investigation of particular event namely teaching and learning process in Speaking class at a higher education to get detail understanding about the role of teacher and the students' self assessment use in set of autonomous learning community. In order to gather information on the issues, multiple data source is needed such as observation, interview, document analysis, and questionnaire.

Furthermore, case study focuses in the investigation of single case, one setting, a single subject, a single depository of documents, or one particular event (Bogdan & Biklen, 2007), thus this study takes the university level as the setting of this study. This study aims to investigate the use of Dynamic Autonomy Model; and the participation of teachers in fostering autonomous learning.

This study was attempted to investigate the role of Dynamic Autonomy Model and the participations of teacher in fostering student's speaking skill in autonomous learning community. This study focused on 32 Universitas PGRI Semarang students who signed in teaching Speaking III subject and one of Universitas PGRI Semarang English teachers who taught the Speaking III class as the subject of this present study. Furthermore, the unit of analysis was Dynamic Autonomy Model item and the participation of teacher in fostering autonomous learning community descriptions.

There are several types of data obtained through the research process such as through classroom observation, interview, and questionnaire. The data which gathered through observation are in the form of video, observation sheet, and notes; as for data from interview are in the type of audio and interview transcription. Questionnaire and document analysis of lesson plan also provide data which will help me in gathering the information related to the focuses of this study.

Data triangulation process used several data sources such as questionnaire, interviews,

documents analysis, classroom observation recording and field notes. The information from those data sources used in examining and building coherent justification for the issues. Expert judgment also used to validate the analysis of the data.

## RESULTS AND DISCUSSIONS

### The Role of Action-oriented Dimension in Autonomous Learning Community

Action oriented dimension divided into seven indicators, they are: planning, choosing materials and methods, completing tasks, monitoring, evaluating, and managing my own learning.

#### Planning

Planning is a key part of autonomous learning; it determines the start and the finish line of learning. In this early step, knowing the starting level is a crucial, thus, this step is only known by student himself. In planning phase, most students used to know their starting level of speaking skill based on their own way, stated as follow:

“For my English speaking skill, I used to ask my friend about it, whether it is right or wrong and in what aspect I have to improve. In short, sometimes it goes up and down” (AZ, student of PBI 3B, 10/01/20)

The findings show that most of students are aware on the starting level of Speaking by themselves, either so that they can set their strategy or so that they are able to improve it properly. It is also found that to know their starting level, they asks their friends to give evaluation after the first speaking performance in the classroom, but this second findings can not be generalized for those who are feeling introvert. In addition, students know their starting level from the previous mark they got in previous semester. It can be inferred that by knowing their starting level, students can meet the needs of learning to improve their competence as well as their strategy to set the goals of learning (Delibas, 2016).

### Choosing Materials and Methods

Based on the data from questionnaire and interview, it can be stated that most of the students could choose their methods and strategies to improve their speaking skill well. This finding also supported by the statements from the students who were being interviewed, such as the following statements:

“I’d like to choose the one that can be improved broadly. It doesn’t really matter what genre of the text, the important thing is the topic that I want to talk about, and my favorite one is the topic about technology. (DB, student of student of PBI 3B, 10/01/20 )

From the questionnaire and the interview, the students get some materials related to their daily life, thus, its ease them to complete their task based on their experiences while browsing through internet. This findings is similar to Kumar (2017), the materials of learning should be based on the experiences and realities which should be related to the topics and it should be appropriate for the desired learner to make sure of their involvement. In line with this idea, autonomous language learners have authority to choose their materials by their own interest in order to motivate their learning (Bušljeta, 2013). Furthermore, choosing materials and methods by learners themselves give opportunities for learners to learn a language independently and actively with the readily accessible materials (Choi, 2012). Thus, this opportunities lead student to choose and make use of the available resources effectively for their learning process and be able to learn the skills for lifelong learning.

#### Completing Tasks

Part of completing tasks consists of equipping the place of study with the necessary language tools and resources. Other important aspects include organizing time to learn, completing individual or multiple tasks, and employing appropriate methods and strategies. The findings show that to complete their speaking task, they need to browse some materials through internet. Next, construct framework of a speech, then practice it over and over again. They also feel excited to have some practice and

performances in the classroom because its contribute to their fluency to speak in English.

In line with this findings, Eccles, J.S., and Wigfield, A. (2002) describe that the good awareness on value of learning in this society encompasses learners' judgments about the topic and method they choose whether a topic or task is useful for achieving learning or life goals, and whether a task is enjoyable, interesting, or worth pursuing. Furthermore, having an opportunity to practice English speaking in the classroom support improvement of students' speaking ability because students do not have enough opportunity either in their classes or outside to speak English (Leong & Ahmadi, 2017).

#### **Monitoring**

Monitoring means reflecting on topics, tasks, the learning process, and thinking about studentself as a learner. Regarding to the main monitoring activity, it is found that the students monitor their progress by asking to other who trusted and made them felt confident to get some critics. They can be their sister, or their close friends. Getting teacher's comment also gave them some reflection on their leaning progress stated as follow:

"Usually, I consult my older brother and sister to evaluate the grammatical error I've made and give me the feedback. I do the same thing, too, when it is related to English materials."(AZ, student of PBI 3B, 10/01/20)

It is found that the students can reflect on materials and resources which they have used suited to the task, the goal, and learning style. Thus, methods of choosing material and resources in monitoring phases can be neglected as long as their learning progress suited to their learning goal.

Monitoring means reflecting on topics, tasks, the learning process, and thinking about oneself as a learner (Tassinari, 2018). This enables one to identify one's own learning strengths and weaknesses and to structure one's learning accordingly. The fair level of students monitoring meets with Çakıcı, D. (2015), Egel (2009), Sholeh (2018) description on the advantage in which self-monitoring process takes responsibility to construct meaning, i.e. enriching

existing knowledge and developing new one. It triggers students autonomy learning.

#### **Evaluating**

Evaluating is at the core of the autonomous learning process. To do evaluation, student can infer to his mark in previous semester, evaluate his current level by his teacher's command during the class session, and also ask his partner. Evaluating contributes to the development of critical reviewing skills, and enabling the learner to more objectively evaluate their own performance and others. Based on the interview, the student admitted that in order to evaluate his learning based on their score or achievement at the end of the semester. By having a high score, they believed that their process during their learning is suited to them and it contributed to their speaking skill.

"I check my scores on examination and the answer I have written on my answer sheet. The accuracy of my answers is the proof whether I have studied effectively or not." (NS, student of PBI 3B, 10/01/20)

Evaluation promotes the establishment of learner autonomy and requires practice and normally exchange with other learners, native speakers, learning advisors and teachers (Liu, 2017; Tabiati, 2016; Meigen, 2016; Hobbs, M., and Dofs, 2017).

#### **Managing My Own Learning**

Managing my own learning is a superordinate area, which connects all aspects of the learning process and summarises important steps and phases of autonomous learning from the other areas.

### **The Role of Affective and Motivational Dimension in Autonomous Learning Community**

#### **Dealing with My Feeling**

Feelings play an important role in autonomous learning. As a humanbeing, it can be denied that emotion and condition around the leaning process contribute significant issue on student's feeling. From the interview, students stated that to overcome their certain feeling when they were learning they used to play games, had chatting with other friends, remotivate

themselves, discussed with their friend about the issue she or he faced, read a text, went back to hometown, or did their hobby. The various statement are stated in the following:

According to Pintrich & Schunk (2002), motivation effect what, when, and how student learn. Particularly, in language learning, Cook (2000) stated three main factors explain the speed of learners' learning: age, personality, and motivation. He also stated that motivation is the most important among these three elements. Masgoret and Gardner (2003) supported this point and claimed that motivation is responsible for achievement in a second or foreign language. In addition, Dörnyei (2001) noted that 99% of language learners who show strong motivation were able to achieve a reasonable working knowledge regardless of their language aptitude.

#### **Motivating Myself**

To motivate ourselves is an important skill in autonomous learning. Motivating myself includes the awareness of student about his own motivation in learning and reflect on this, motivation of student in learning, and remotivating himself when he noticed that his initial motivation was wearing thin. Up and down condition of motivation is normal situation for learner. They have numerous strategy or problem solver to overcome their down condition and keep going on the right track. Further, to remotivate themselves when they noticed that initial motivation was wearing thin, they used to think about their dream, their future, their parents, their GPA. They also used to play games, listened to the music or did their hobby as its helped them to break for a while from their routine of learning.

#### **The Role of Social Dimension in Autonomous Learning Community**

From the findings, student said that he used to do group work right after the task had given by the lecturer. This decision helped him to have plenty of time enough to practice the dialogue in order to get satisfied performance in the classroom. Meanwhile to decide a team work, it was based on teacher's instruction. If they were allowed to choose the member of their teamwork by themselves, they would prefer to choose one

who were made them felt comfort to do cooperation so that the can do the task optimally.

#### **The Participations of Teacher in Autonomous Learning Community**

The report on the participations of teacher in autonomous learning community is taken from the document analysis, classroom observation checklists, teacher questionnaire and from the teacher interview. The data is presented into several sub-sections based on the type of participations, namely guide, facilitator, organizer and designer, cooperater, inspirator and supporter, monitor and evaluator, resource supplier, and atmosphere creator.

##### **Guide**

As a guide, teacher participated in teaching strategies and methods. It can be cognitive and metacognitive strategies (Questionnaire, 14/01/20). Cognitive strategy or direct strategy usually about planning for learning (time management) for speaking practice, whereas, metacognitive strategy or indirect strategy was given by the lecturer to the students by giving spesific tasks, pronunciation sheets, and shadowing technique.

Cognitive strategy about planning and metacognitive strategy or indirect strategy was taught by the lecturer to the students can improve students speaking skill. This study in line with Gharbavi & Mousavi (2012), Pei-Shi (2012), Gani, Fajarina & Hanifa (2015). They believed that by teaching about how to learn effectively ease language learner to determine how they hind some problems may find during process of learning. Besides, learner felt guaranteed to apply the strategies that taught by their teacher.

Moreover, the learning strategy is a design or pattern used to determine teaching and learning process (Subana, 2003). Thus, by teaching English learning strategies to the students, indirectly, teach the students on how the class will run is. Besides, Aji & Budiyo (2018) describe that by teaching English learning strategies and methods to the students help them to learn autonomously because they have known what should and should not to do to improve their speaking skill.

To teach in effective way, teacher gave practical issue in terms of pronunciation practice to enhance the speech organ to get used to speak English (teacher questionnaire, 14/01/20). The pronunciation practice sheet was given by the lecturer once a month. The vocabularies related to topic the classroom will run into. In the pronounciaon sheet, students used to look up in the dictionary to know the symbol of a word, then practice it over and over again (worksheet document, 16/11/19).

#### **Facilitator**

As a facilitator in autonomous leaning community, teacher participated in offering necessary enlightment and assistance, helping students to make learning objectives. More practical, teacher emphasized on time management to reach their learning objectives, teacher suggested they have to seriously invest their time for practicing their speaking, or use hello.com to practice English with people around the world (Classroom observation, 14/11/19).

In line with the findings, Venilla (2018) explain students in universities must learn how to manage their time effectively. Furthermore, Kelly (2004) explains two things should be managed, namely students should arrange their schedule according to their priorities, which means that they should look at the important dates, such as paper due dates and arrange them according to the size of the assignment and the date it is due, and then write them down on a calendar as a reminder note. This will make students see their whole semester a lot easier and simpler. Then, students should get over any bad feelings that they might face during their educational life, and move beyond them. They should schedule time for fun and relaxation just like they would schedule a class (Nakhalah, 2016).

#### **Organizer and Designer**

In autonomous learning community, teacher need to be an organizer and designer. As an organizer, teacher organized some communicative activities to get students to have more chances to practice English. Teacher designed a syllabus for speaking activity for a semester. For the third semester, speaking class

more focus on recount and descriptive presentation (syllabus, 15/11/19).

Meanwhile, teacher use English group forum to organize communicative activity which mean students asked to do dialogue and presentation in their community or group. This student community helped students to get more chance to speak and feel confident to speak up (classroom obeservation, 24/11/19). Furthermore, community language learning that applied in English group forum is not the only technique to do in conducting classroom activities. Giving lecturer in front of class like giving speech also conducted by the teacher. It can be shown in the following answer of question in interview:

“I have to teach particular topics, so it means that in each meeting I have to complete certain topic. Time constraint does influence. The first thing I have to make sure is that I deliver the material, because the syllabus must be finished, and manage to give the example as well. It is because the result of we giving the example, involving students to come forward, and doing themselves as the examples to others, is a great comprehension”. (LL, speaking lecturer of UPGRIS, 15/01/20)

#### **Cooperator**

To keep ethic code as a teacher as well as cooperator for teaching in autonomous learning, teacher took a part proportionally as long as the teacher can do her role as cooperator to make friends with her students. Particularly, she took a part for academic issue.

Nevertheles, teacher realize that as cooperator, providing students with solution to solve their learning problems should be taken into account. It was a part of her job to concern on how to improve her students speaking skill and motivate them to learning optimally. This findings is deccribed in the following:

“I have to provide an assistance to figure out a solution. That’s a part of my concern and my responsibility to improve their learning skills and motivate them to the max”. (LL, speaking lecturer of UPGRIS, 15/01/20)

Furthermore, dealing with teacher participation as cooperator, being able to offer

correct suggestions needed to be applied. Giving correct suggestion is needed to improve students' speaking skill. Moreover, teacher did not denied that mistake making during the process of learning was normal. Thus, she provided suggestion to her students.

Dealing with the findings, teacher realized that as cooperator providing students with solution to solve their learning problems should be taken into account. Problem solving process in general is determined as a cognitive process directed at transforming a given situation into a goal situation when no obvious method of solution is available (Mayer and Wittrock, 2006). Thus, efficient problem-solving skill is one of the fundamental competencies that teachers need to possess.

#### **Inspirator and Supporter**

Based on the teacher questionnaire, 'No English, No Service' encouraged students to use English. While during teaching and learning process, teacher gave classroom instruction and lectured in English (22/11/19).

Dealing with the description, teacher stimulate students' interest and enthusiasm in English learning by giving advice that some efforts to learn English will help the students in mastering English. Next, providing real life example also stimulate the students to be more enthusiastic to improve their speaking skills.

"And when I invite the students to come forward, I will ask them whether they want to invite one of their friends to come along and accompany them." (LL, speaking lecturer of UPGRIS, 15/01/20)

Based on the findings, providing real life example stimulate the students to be more enthusiastic to improve their speaking skills. Mekuria (2018) argue that the teacher's own enthusiasm about his/her subject is what motivates students the most. Thus, being enthusiastic for teacherself will stimulate students' enthusiastic to run in teaching and learning process.

In addition, related to communicative activities, teacher embrace them to do conversation related to the current topic they have in the class with their friends. Pair or group

work let students felt comfort and they were not afraid of having mistake during the conversation. In line with the idea, Biloro, Buqis, & Hanapi (2018) state that activities like pair and group work creates classroom environment more interactive which develops learners' communicative abilities as well as language proficiency.

#### **Monitor and Evaluator**

In autonomous learning community, the presence of teacher can not be avoided to participate as monitor and evaluator. Providing students with feedback of their performance in the process of English learning as well as some guidance is participation of teacher as monitor and evaluator. Based on the teacher's questionnaire, teacher stated that she gave general and specific feedback at the end of the class. Otavio (2010), in his ELT page, mentioned that delayed corrective feedback has positive effect on fluency and accuracy. Kavaliauskiene, Anusiene, & Kaminskene (2009) said that during communication activities, lecturer should not interrupt students just to give corrective feedback to students' errors, because interruptions may raise stress levels and hinder communication.

Sometimes, the teacher gave feedback right after the students did mistakes (teacher questionnaire, 10/01/20). It has the same result as Quinn's (2014) study, majority of the students prefer if the lecturer gives oral error corrective feedback immediately. It because students are impatience to know errors they have made. They cannot wait to find it out. If corrective feedback is delayed, the students may forget what errors which they have produced or said and it may be difficult to analyze which error they made. As Quinn (2014) found that some participants believe learning occurs in the midst of communication.

#### **Resource Supplier**

Teacher imparted knowledge, provided some references and materials for English learning, and introduced some internet resources in order to participate as resource supplier. Teacher shared useful information related to strategies, methods, and materials to students (classroom observation, 03/12/19). Besides,

youtube links also hared by the lecturer to help her students in improving speaking skill.

According to Nyongesa (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student performance. Further, Padmanabhan (2001) for effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non-exciting. Thus, textbooks, apps and internet resources will help students in improving students' speaking skill.

#### **Atmosphere Creator**

The presence of teacher in autonomous learning community is irresplicable. One of participation that teacher can do is as atmosphere creator. As the one who organizes the classroom activities, teachers play a crucial role in reducing the students' anxiety. It could be dealing with their ways in treating the errors, their classroom instructional practice, classroom condition, as well as student's behavior. The key point is that being relaxed so that the students could have a relaxing learning experience (Atma, 2018).

Creating harmonious and active class atmosphere to facilitate students' English studies is teacher's concern as an educator. From the teacher questionnaire, teacher stated that to create a convinient class, she had to make her students convinient as well as their students, thus, the class will run in good condition. Further, based on teacher interview, she stated that they way to create a good atmosphere in the class, she sometime had a joke.

#### **CONCLUSION AND SUGGESTION**

There are four conclusions in this study. Firstly, action oriented dimension shows that the students are having high level on planning, choosing materials and methods, completing task, monitoring, evaluating, and managing my own learning. In planning phase, they are able to evaluate their starting level by looking back on their previous GPA, through their partner

comment, and laso from a minitest they set by themselves, whereas, they do not have any regular time to study. Next, they choose learning materials that improve their skill in speaking, while, for learning resources the students use their book as main resource and internet links or apps to support their needs in learning.

Further, in completing task phase, they usually do their task in speaking subject after creating a conceptual framework. Then, having monitoring on students' progress is the fourth subdimension in action oriented dimension. Students monitor their progress through teacher's comment and their partner evaluation. Then, the fifth dimension is evaluating. Students evaluate their speaking skill through final score on their GPA, self reflection after having a small test, and partner's comment.

Secondly, in affective and motivational dimension there are two subdimensions namely dealing with my feelings and motivating myself. In dealing with my feeling phase, students are aware of their feeling either during learning or having presentations in the classroom. To avoid a negative feelings during learning out of class hour, they do another activities that does not relate to their campus demand. Meanwhile, to overcome their negative feeling while they are having presentation in the classroom, students used to do certain movement to decrease their nervousness. Further, in motivating my self, students can recognize when their motivation is wearning thin. They can remotivate themselves through doing their hobbies like gaming, social media stalking, chatting with their friends, and looking back on their learning target.

Thridly, social dimension is the third research question in this present study. Cooperating with others is the subdimension in this issue. Students state that they are tend to do grupwork if the teacher asked them to do. They do cooperation not for completing task but more for their fun, e.g. to do their hobbies or organizational intention.

Lastly, teacher presence is cannot be replacable in language learning community. Teacher has eight participation in fostering students' speaking skill, they are a guide,

facilitator, organizer & designer, cooperater, inspirator & supporter, monitor & evaluator, resource supplier, and atmosphere creator. As a guide, teacher teaches about cognitive and metacognitive strategies. Next, participate in offering necessary enlightenment and assistance as well as helping students to make learning objectives are teacher's participation as a facilitator. Designing syllabus is one of teacher participation as designer. As a cooperater, teacher can make friend with her students and communicate with the students about their English learning in proportional manner. Giving real life example and not giving any service without English are teacher's participation as an inspirator and supporter. Then, relate to her participation as resource supplier, teacher recommend some useful website, apps, and youtube link to support students in improving their speaking skill. Teacher also used to deliver a joke to maintain convenient atmosphere to the students.

Based on the findings presented in the previous chapter, I would like to purpose some suggestions for the next study. After knowing the role of dynamic autonomy model toward English speaking skill, the students need to be more discipline in managing their time to learning and doing organization activities.

For future researchers, it is suggested to conduct the study on the use of Dynamic Autonomy Model as self assessment for students in other English skill such as listening, reading, and writing since it is important for students to develop their autonomy in language learning, also the study which is focused on the use of self assessment can be used to deal with major problems that teachers face in teaching, such as the lack of time for assessment due to classroom settings and other duties need to finish. Furthermore, the lack of validity and realibility of Dynamic Autonomy Model that may lead to inaccurate assessment of students' own work, in this regard, further researchers can develop the descriptors in Dynamic Autonomy Model into several methods in using this self-assessment successfully in the EFL classroom settings, such

as using progress cards, report keeping devices, questionnaires, rating scales and checklists.

In line with the idea of teacher's participations in autonomous learning community, further researchers need to deal with another updated type of teacher's participations in the use of interactive smart boards, hybrid or blended learning, flipped classrooms and digital libraries etc. during teaching and learning processes. In the other words, along with this a global trends, in cannot beneged that teachers, instructors and higher faculties are facing unprecedented changes with often larger classes, more diverse students with diverse needs, demands from state, society and employers, thus, further researchers are expected to explore more roles of teacher in this such community.

This study is lack of number of interviewee, and length of classroom observation. The number of interviewee was selected by the facilitator of this study or the lecturer of speaking class with numerous considerations, meanwhile, the researcher took five times for classroom observations. Therefore, it is expected that further researcher can increase the number of the participant to get broader and diverse data, also, join in the classroom more will give a deeper understanding to researcher.

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