

## CHAPTER II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Literature Review

##### 1. English Learning Process

###### a. Learning Definition

Many experts have proposed some definitions of learning. According to Contemporary Dictionary as described by Brown (2000:7), "*Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction.*" The *Encyclopedia of Education Research* defines teaching as a process, as it uses the term "learning" to refer to the growth of interest, knowledge, and skills and to transfer these to new situations.

In a behaviourist view, learning is assumed as a product. It is something that occurs when a learner acquires the capacity to do something. Learning is not simply a matter of rote memorization; 'it is a constructive process that involves actively seeking meaning from (or even imposing meaning on) events (Candy, 1991: 271).

Some psychologists define learning as a change process. As cited in Jerling (1996: 104), Crow and Crow in Knowles (1990:5) state that learning is the acquisition of habits, knowledge, and attitudes. It implies that in the learning, there is change behaviour as the result of

acquisition of habits, knowledge, and attitude. According to Seifert in Van Dyk et al. (1992: 128) as cited in Jerling (1996: 104), learning refers to a relatively permanent or lasting change in a behavioural tendency as a result of specific experiences or repetitions of an experience.

Similar to Seifert and Crow and Crow, Burton in Knowles (1990:5) as cited in Jerling (1996: 104) defines learning as a change in the individual, due to the interaction between that individual and his/her environment.

Sugeng (1997: 45-46) proposed the standard definition of learning, at least so far, much based on behaviouristic psychology, *learning* is a change in behaviour, occurring relatively permanently, as a result of instruction. He proposed three important key concepts of learning definition:

- 1) Change in Behaviour

Learning is said to exist; only when, there is a change in behaviour in the learner. It must be pointed out that it is the learner who is expected to make change, not the instructor or anyone else. It does not matter what the instructor does, if there is no change in the learner, it cannot be said that the learner has learned.

## 2) Relatively Permanent Retention

Learning is the condition that the change in behaviour is relatively permanent. It means that the product of learning is retained in the learner for a certain length time. For example, the change in the child, from being not able to walk to being able to walk, will be retained by the child for a length time, normally for life. If the change is not retained, it just happened that at that time the child was able to walk one or two steps, and then he was not able to do it again, this accidental change cannot be considered as learning.

## 3) Result of Instruction

Learning is a result of instruction. In language education, learning is usually distinguished from acquisition. In this scheme, learning is conscious while acquisition is unconscious, or sub-conscious. Learning is facilitated by some kinds of instructions while acquisition may or may not need instruction. In brief, learning is conscious and a result of instruction.

Kimble and Garnezy (1963: 133) in Brown (2000: 7) define learning as a product. As they state that learning is the permanent change of behavioural tendency and the result of reinforced practice. Based on the definitions above, Brown classifies learning into some components as follow:

- 1) Learning is acquisition or “getting”.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is change in behaviour.

Learning, in the Act of the Republic of Indonesia on National Education System, means the process of interaction between learners and educators and learning resources in a particular learning environment (Act Number 20, Year 2003 on National Education System, Chapter I, Article 1, Section 20).

In line with Kimble and Garnezy, Burns (1995: 99) conceives learning as a product. Burns says that learning is a relatively permanent change in behaviour with behaviours including both observable activity and internal processes such as thinking, attitudes, and emotions. Burns considers that learning might not manifest itself in observable behaviour until some times after the educational program has taken place.

The traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes the research that found that the vast majority of knowledge held by adults 75% is learned through seeing.

Hearing is about 13% and the other senses such as touch, smell, and taste account for 12% of what we know.

UNESCO report on Education for 21st century proposes four pillars of education (UNESCO report for Education for the 21st Century. 1997:18-19). Those four pillars cannot be defined separately; they form an integrated whole, complementing and strengthening each other. Education is, after all, a total experience. Those four pillars are as follows:

- 1) *Learning to know* refers to the basic knowledge that we need to be able to understand our environment and to live in dignity.
- 2) *Learning to do* refers to the acquisition of practical skills, but also to an aptitude for teamwork and initiative, and a readiness to take risks. As such, this pillar is about the competence of putting what we have learned into practice so as to act creatively on our environment
- 3) *Learning to live together* refers to developing an understanding of others through dialogue—leading to empathy, respect, and appreciation.
- 4) *Learning to be* deals with the broadening of care for each aspect of the personality. It deals with giving us the freedom of thought, feeling, and imagination that we need to act more independently, with more insight, more critically, and more responsibly.

From the definitions given above, it can be seen that there are some aspects that have been proposed to define what learning is. Learning can be viewed as a change process and the product of a change process itself. Therefore, it can be concluded that learning is a process which brings about the relatively permanent change in individual's behaviour as a result of experiences, repetitions of the experiences, and the interaction between individual and his/her environment. It implies that learning is a process and a product of the process itself.

#### **b. Learning Styles**

Kolb (1984) proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beaty 1995). According to Kolb people learn in four ways as follows:

- 1) Through concrete experience; putting it into practice
- 2) Through observation and reflection; objectively analyze the outcome
- 3) Through abstract conceptualization; reviewing your conceptual understanding
- 4) Through active experimentation; experimenting to find solutions

The process may begin at any of the stages and is continuous; there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.

Honey and Munford (1986) in McGill & Beaty (1995: 177), building on Kolb's work, identified four learning styles as follows:

- 1) Activist; who enjoys the experience itself.
- 2) Reflector; who spends a great deal of time and effort reflecting.
- 3) Theorist; who is good at making connections and abstracting ideas from experience.
- 4) Pragmatist; who enjoys the planning stage.

There are strengths and weaknesses in each of styles. Therefore, it is important for the teacher to know their students' learning styles in order to help them in teaching and learning process.

## **2. The Elements of The Learning Process**

### **a. Student/Learner**

#### **1. Student Definition**

A student is a focus of the teaching and learning process. Students of senior high school are students who are at the age of puberty. Brown (2001: 92) states, that the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Students come from different backgrounds of study, interest, motivation, and preference in how to learn English. That is why the correct choice of technique is very important in teaching them.

## 2. The Students' Characteristic

Students will learn best by using the correct techniques and have the opportunity to use the language frequently. Thompson and Robin (1982), in Brown (2001), state that students will learn language successfully if they have 14 characteristics of how to learn the language. The characteristics of a good language learner are as follows:

- a. Find their own way, taking charge of their learning.
- b. Organize information about language.
- c. Are creative, developing a “feel” for the language by experimenting with its grammar and words.
- d. Make their own opportunities for practice in using a language inside and outside the classroom.
- e. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every words.
- f. Use mnemonics and other memory strategies to recall what has been learned.
- g. Make errors work for them and not against them.
- h. Use linguistic knowledge, including knowledge of their first language in learning a second language.
- i. Use contextual cues to help them in comprehension.
- j. Learn to make intelligent guesses.
- k. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”.
- l. Learn certain tricks that help to keep conversations going.
- m. Learn certain production strategies to fill in gaps in their own competence.
- n. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

In brief, the method that is used in teaching and learning process must be suitable for the goal of the teaching and learning process and the material that is taught to make the teaching and learning more successful.



### 3. The Learner's Role

Breen and Candlin in Richards (1985: 22-23) explain about the learner's role in a communicative method as follows:

“The role of learner as negotiator-the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and thereby learn in an independent way”.

Johnson and Paulston in Richards (1985: 23) state about the learner's role in an individualized approach to language learning as follows:

- a. the learner is the planner of his own learning program and thus ultimately assumes responsibility for what he or she does in the class room;
- b. the learner is the monitor and evaluator of his/her own progress;
- c. the learner is a member of a group and learns by interacting with others;
- d. the learner is a tutor of other learners;
- e. the learner learns from the teacher, from other students, and from other teaching sources.

### 4. Learner Self-investment

Brown (2001: 60) proposed some principles of language *learning and teaching*. The fifth principle of cognitive principles in language learning and teaching is *Strategic Investment*. These principle states that:

Successful mastery of the second language will be due to a large extent to a learner's own personal “investment” of time, effort, and attention to the second

language in the form of an individualized battery of strategies for comprehending and producing the language (Brown. 2001: 60).

Tomlinson (1998: 11) stated that materials should require and facilitate learner self-investment. It would seem that learners profit most if they invest interest, effort, and attention in the learning activity. It is possible and extremely useful for textbooks to facilitate learner self-investment.

Tomlinson suggests one of the most profitable ways of doing this is to get learners interested in a written or spoken text, to get them to respond to it globally and effectively and then to help them to analyze a particular linguistic features of it in order to make discoveries for themselves (Tomlinson, 1998: 11).

In conclusion, the success of the English teaching and learning process will be due to a large extent to a learner's own personal investment of time, effort, and attention to the target language. It implies that the English teaching and learning process will be more meaningful when the students can find the concept of their learning by themselves and have their own investment of time, effort, and attention in their learning before coming to the class.

**b. Teacher's Roles in the Teaching and Learning Process**

Some of the instructional systems depend on the teacher as the source of knowledge; others see the teacher as the catalyst, consultant, diagnostician, guide, and model for learning. In the classical audio-lingual method, the teacher is regarded as the source of language and learning. The teacher is similar to a conductor of the orchestra, whose prime goal is to keep the players in tune and time, and without whom no music could be performed (Richards, 1985: 23-24).

The teachers should be able to lead students to learn totally (developing their cognitive, affective, and psychomotor), optimize the teaching - learning process, investigate the student potentials and personality, and motivate students for their future life (Samana, 1994; 29).

Usman (1994: 7-10) states the teachers' roles in teaching are as the demonstrators, learning managers, evaluators, and facilitators. As demonstrators, the teachers should master the content of the materials to be taught to their students, and always improve their skill related to their specific knowledge. As learning managers, the teachers should be able to manage the classroom because the classroom is the learning environment and the aspect of school environment to be organized. As facilitators, the teachers should have enough knowledge about educational media because sometimes they have to use and create the

media to support the teaching and learning process. It is because educational media are the instruments of communication to make the teaching and learning process more effective. So, they will help the students to understand the materials easily. As evaluators, the teachers should be able to evaluate the process and the result of the teaching and learning process. It is because evaluation will inform them about the students' progress and the students' learning development.

Breen and Candlin in Richards (1985: 24) propose about the teacher's role in a communicative method as follows:

“The teacher has two main roles: the first role is to facilitate communication process between all participants in the classroom, and between these participants and the various activities and text. The second role is to act as an independent participant within the learning and teaching group. The later role is closely related to the objectives of the first role and arises from it. This role implies a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that if researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities”.

Rebecca Oxford et al. (1998) pointed out that teacher roles are often described in the form of metaphor: teacher as a manufacturer, teacher as a doctor, teacher as a judge, teacher as a gardener, and others. Brown (2001: 167-168) proposed another set of metaphor to describe a spectrum of possibilities of teacher roles. Those roles are as a controller, a director, a manager, a facilitator, and a resource.

### **1. Teacher as a Controller**

The teacher as a controller is always in charge of every moment in the classroom. A controller determines what the students do, when they should speak, and what language forms they should use. A teacher must maintain some control simply to organize the class hour.

### **2. Teacher as a Director**

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As the students engage in either rehearsed or spontaneous language performance, it is teacher's job to keep the process flowing smoothly and efficiently.

### **3. Teacher as a Manager**

The teacher as a manager is one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

### **4. Teacher as a Facilitator**

As a facilitator, the teacher is facilitating the process of learning, of making learning is easier for the students; helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that the teacher steps

away from the managerial or directive role and allow the students, with the guidance and gentle prodding, to find their own pathways to success.

### **5. Teacher as a Resource**

The implication of the resource role is that the student takes the initiative to come to the teacher. The teachers are available for advice and consultation when the student seeks it.

In brief, the role that the teacher takes on is dependent on what the teacher wishes the students to achieve. The teachers need to be able to switch between the various roles and judging when it is appropriate to use one or the others. The teachers need also to be aware of how they carry out that role and how they perform.

### **3. The English Learning in Senior High School**

Language has significant roles on the intellectual, social, and emotional development of students. Language also supports the success of the students to learn all knowledge and subject. Through language, it is hoped that the students will be able to recognize themselves, their culture, and others' culture. Moreover language teaching will help students to express their thought and feeling, to be accepted in the society (*Depdiknas, 2006: 277*). In order to prepare the students to be accepted in the international society, the government has the regulation of making English as a compulsory subject in secondary schools.

English is a spoken and written means of communication in global word. To have communicative competence, students need to be able to comprehend and produce spoken and written text which are then realized in the four language skills, these are listening, speaking, reading, and writing. Therefore, the emphasis of English teaching and learning is to develop students' four language skills in order they will be able to communicate in a certain literacy level.

The literacy of language consists of four levels. Those are performative, functional, informational, and epistemic. In the *performative* level, someone is able to read, to write, to listen, and to speak through symbol that is used. In the *functional* level, someone is able to use language to fulfill his/her daily needs such as reading newspaper or manual. In the *informational* level, someone is able to access knowledge through his/her language skill. While in the *epistemic* level, someone is able to express knowledge to target language. (Depdiknas, 2006: 277).

The English teaching and learning process in junior high school aims to make the students to reach the *functional* level to communicate in oral and written form to solve their daily problems, while the English teaching and learning process in senior high school is supposed to attain the *informational* level because the senior high school students are prepared to continue their study to the university. The *Epistemic* level is

recognized too high for the senior high school students since English in Indonesia functions as a foreign language.

Further, the goals of the English teaching and learning process in senior high schools as stated in *Kurikulum Tingkat Satuan Pendidikan* (Depdiknas, 2006: 278) are:

- 1) To develop communicative competence both in oral and written form to attain the functional literacy level
- 2) To have awareness of the essence and the significance of English to increase nations' competitiveness in the global world
- 3) To develop an understanding of the students in the relation to languages and cultures

#### **4. Autonomous learning**

##### **a. Autonomy**

Dam (1990, cited in Gathercole, 1990: 16) defines autonomy in terms of the learner's willingness and capacity to control or oversee her own learning. In line with Dam (1990), Holec (1981: 3) cited in Benson & Voller (1997: 1) describes autonomy as the ability to take charge of one's learning. On a general note, the term autonomy has come to be used in at least five ways (Benson & Voller (1997: 2) :

1. for *situations* in which learners study entirely on their own;
2. for a set of *skills* which can be learned and applied in self-directed learning;
3. for an inborn *capacity* which is suppressed by institutional education;
4. for the *exercise of learners' responsibility* for their own learning;



5. for the right of learners to determine the direction of their own learning.

There are some synonyms of autonomy proposed by experts, such as 'independence' (Sheerin: 1991), 'language awareness' (Lier: 1996; James & Garrett, 1991), 'self-direction' (Candy" 1991), 'andragogy' (Knowles, 1980; 1983a), etc.

In conclusion, based on the definitions enlisted above, autonomy can be described as the learners' willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning. There are some other names of autonomy such as independence, language awareness, self-direction, and andragogy.

#### **b. Autonomous learner**

Roberts (2001) defines the term autonomous as the self-governing, acting independently or having the freedom to do so. *Auto* is Greek for self and *hetero* is Greek for other. The opposites of autonomous are heteronomous (subject to another's law or rule) and dependent.

"The word *autonomous* comes from the Greek word *eaautos* which means *self*. It is therefore understood that autonomous learning is related to self directed studies and the learning process. I believe that a good *autonomous learner* must have very good planning skills in order to plan times for reading and research. I also believe that he/she should be able to prioritise and be committed to the learning process. Autonomous learning also allows the learner to direct his reading and

research towards subjects that he/she feels need improvement. (George Aloumpis, October 2005)"

According to Rathbone (1971: 100 and 104) cited in Candy (1991: 271), the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

While Rousseau ([1762] 1911) cited in Candy (1991: 102) regards the autonomous learner as someone who is obedient to a law that he prescribes to himself. Within the context of education, Omaggio (1978) in Wenden (1998: 41-42) proposes seven main characteristics of autonomous learners:

- a. Autonomous *learners* have insights into their learning styles and strategies;
- b. take an active approach to the learning task at hand;
- c. are willing to take risks, i.e., to communicate in the target language at all costs;
- d. are good guessers;
- e. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- f. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- g. have a tolerant and outgoing approach to the target language.

Merriam (2001) has pointed out five essential assumptions of the learner in andragogy as someone who has (1) an independent self-concept, (2) has life experience as the resource of learning, (3) has

needs and goals, (4) is interested in immediate application of knowledge, and (5) is motivated to learn by internal factors.

Based on the definitions mentioned above, it can be defined what the autonomous learning means. As autonomy is defined as the learner's willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning, the autonomous learner can be defined as someone who has willingness, capacity, and ability to take charge of, take responsibility for, or control over his/her own learning. Therefore, it can be concluded that autonomous learning is a process where the learners have willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning.

## **5. Techniques for Empowering Students' Autonomy in Learning Process**

### **a. Self-discovery**

Tomlinson (1998: ix) defines discovery activity as an activity which involves learners in investigating energy and attention in order to discover something about the language for themselves.

Rutherford and Shardwood-Smith (1988) as cited in Tomlinson (1998: 11) assert that the roles of classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate *self-discovery*.

According to Tomlinson (1998: 11) good materials should require and facilitate learner self-investment. Materials can help the students to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in *learner-centred discovery activities*.

In conclusion, engaging students in learner-centred discovery (self-discovery) activities can improve the learners' self-investment. This statement is in line with Tomlinson (1998: 11). As he states that by providing students with choices of focus and activity, giving them topic control, and giving them responsibility for making decisions about which materials to use and how to use them, are working with great success in an Indonesian high school, in which each group in large class was given responsibility for one reading lesson per semester.

**b. Jigsaw**

According to Aronson (1978), jigsaw is an activity in which the teacher divides the academic content to be learnt into parts and delegated individual parts to each group member. This technique gives a chance for the students to focus on specific information from the students to discuss and share the knowledge or information from the material that they have learnt with their peer group. Just as in a jigsaw

puzzle, each piece - each student's part is essential for the completion and full understanding of the final product.

Aronson (2008) suggests that jigsaw strategy is a cooperative learning technique appropriate for students between 3rd and 12th grade. It is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The strategy involves breaking the classroom into small groups of four to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

The procedures of applying the jigsaw classroom are as follows:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the

White House as First Lady, and (5) Her life and work after Franklin's death.

4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

In line with Aronson, Wikipedia, the free encyclopedia states that jigsaw is a teaching technique used in small group instruction. Students of a normal-sized class (26-33 students) are broken into competency groups. Each group is given a list of subtopics to research, with individual members of the group breaking off to work with the "experts" of other groups, then returning to their starting body in the role of instructor for their subcategory.

According to Wikipedia, the free encyclopedia, the jigsaw classroom has several advantages, such as:

1. Teacher is not the sole provider of knowledge
2. Efficient way to learn
3. Students take ownership in the work and achievement
4. Students are held accountable among their peers
5. Learning revolves around interaction with peers
6. Students are active participants in the learning process
7. Builds interpersonal and interactive skills

In brief, just as each piece in a jigsaw puzzle, each student in jigsaw strategy is essential for the completion and full understanding of the final product. Each student is responsible for a specific piece of knowledge that will be discussed with other classmates.

In conclusion, the autonomous activity is all activities that facilitate the students to have willingness, capacity, and ability to take charge of,

take responsibility for, or control over their own learning. The autonomous activities facilitate the students to find the concept of their learning through the self-discovery activity and jigsaw will give each student responsibilities for a specific piece of knowledge that will be explained to other classmates. In addition, the final product of these activities is the autonomous learners.

## **B. Conceptual Framework**

As explained in the background of the research, there are many problems occurring in teaching and learning activities. One of those problems is that there is teacher-centred and LKS-based activity. In order to enhance the success of learning process, some efforts to overcome these problems should be done. One of them is by improving the students' language skills through the autonomous learning.

In the English teaching and learning process, there are four skills that are needed to complete the communication. When we learn a language, it usually learns to *listen* first, then to *speak*, then to *read*, and finally to *write*. These are called the four "*language skills*". The four basic language skills have different indicators that are used to measure the students' mastery of each skill.

The students' listening skill is measured in terms of the students' ability to discriminate between sounds, understand vocabulary and



grammatical structures, interpret stress, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. However, the students' speaking skill is measured in terms of the ability to carry out a conversation in the target language.

The indicator of mastering the reading skill concerns the ability to recognize words, phrases, and sentences in order to gain and obtain the meaning in comprehending the written text. In writing skill, there is some indicators should be considered such as the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These indicators are important to master in order to be able to produce a good writing.

The success of the English teaching and learning activity is measured in the term of the mastery of its four basic skills on listening, speaking, reading, and writing, which can be seen on the mastery of vocabulary, pronunciation, grammar, spelling, punctuation, etc. Those four skills may be treated separating to each other. However, sometimes these skills is also treated along with the other skills, e.g. reading skill is treated as one of two or more interrelated skills, such as listening, speaking, and writing skills.

In order to enhance the success of English learning, the efforts to improve the students' language skills are necessary to be done. One of them is using the autonomous learning through self-discovery and jigsaw activities to improve the students' language skills. Self-discovery activities facilitate the

students to achieve their self-investment in the English learning activity, while jigsaw involve and force the students to develop their language skills including listening, speaking, reading, and writing skills. Just as each piece in a jigsaw puzzle, each student in jigsaw strategy is essential for the completion and full understanding of the final product. Each student is responsible for a specific piece of knowledge that will be discussed with other classmates.

There is a common belief that students will have good learning achievements when they have good investments in their learning. Improving the students' self-investment will affect the improvement of learning achievement on the language skills that can be seen in the improvement of vocabulary, grammar, and pronunciation mastery which are integrated in the four basic skills such as listening, speaking, reading, and writing. Therefore, the improvement of students' self-investment is necessary to be done before improving the students' language skills through the autonomous learning in order to enhance the success of English learning and to solve the problems of teacher-centred and LKS-based activity and make students the autonomous learners.

The improvement of students' language skills appears during the English learning process. The students achieve their self-investment along with the improvement of their language skills. In this research, the four basic skills are treated together; one activity covers the four basic skills. At the first, the students involve in self-discovery activity, which facilitate them to achieve

their self-investment. They are asked to find the materials from any resources related to the certain topic. After they find the material related to their topic, they have to read, learn, and master about their topic for they are responsible to explain it to other classmates. Then they have to speak explaining about the topic and listen to others' explanation, and at the end of the activity, they have to do the assignments in written form as the reflection of this activity.

In order to improve the X grade students' language skills in English learning process of RSBI SMA N 7 Purworejo, the researcher and English teacher will do some collaborative work. The research begins with identifying the problems in the English teaching and learning process. The next step is planning the feasible actions to be carried out, implementing the planned actions, and the last evaluating the result of the implemented actions. The researcher would stop such a research when the actions are already carried out, with the expectation that they can be carried out continuously.