

Received: 22 July 2021
Revised: 20 March 2022
Accepted: 6 June 2022
Published: 30 June 2022

SELF DETERMINED LEARNING PRACTICE IN ENGLISH SPEAKING CLASS: A HEUTAGOGICAL PERSPECTIVE IN EFL CLASS

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Abstract

The development of teaching and learning practice in EFL class has been prioritized by all educational practioners, linguists and the learners as the subject or the teaching and learning process. The transformational design of learning as promoted in heutagogical learning, a self determined learning has brought many benefits toward students' life skills. The skills that make the students become autonomous, have high motivation, get better achievement, have positive commitment to survive in learning and compete globally. The objective of this research is to describe how self determined learning is practiced in Speaking of EFL class. It is a heutagogical perspectives in EFL class. To answer that question, Systematic Literature Review (SLR) is used as the method to identify, study, evaluate, and interpret the research about interesting phenomenon with certain relevant research questions. By describing the findings of how self regulated learning is practiced in English speaking from relevant studies, it will be insightful input for designing interesting and innovative teaching and learning processs of English Speaking in the classroom of EFL. The data is taken from relevant studies (bibliometric data) in reputedated journal. The literature review explored in this study is about English speaking class and the activities; heutagogy approach, and self determined learning practice. The result shows that: lecturer/ teacher become: 1. a designer of learning (create tasks and instruction digitally using own space); 2. build individual pattern of learning spaces and opportunities (by promoting peer mentorship); 3. draw upon their own context related technological, community, society, subject and discipline knowledge and skills (promoting VLE, Virtual Learning Environment, Creating special social media as the place for presenting and performing speaking skills proficiency). Hopefully, this study can help the teacher/lecturer of English of EFL and the lecturers of Speaking class also the students to bridge the challenging situations in pandemic era and make the students become a responsible manager for their own English speaking learning.

Keywords: self-determined learning, English speaking class, heutagogical perspective

Living in the globalization era stimulates not only the speed of the use in exploring technology and information but also the development of educational system and competition era in the revolution of industrial 4.0 that positive competition and high motivation needed simultaneously. As it is stated by Khoeriyah that learning in digital era creates significant influence on the world of information, technogy and education as the basic of all (Khoeriyah, 2019). The information access and sharing can be done quickly at anytime and any place. For this reason it is

needed to implement learning model that encourage students to decide and manage their own learning and how to obtain the learning to be meaningful which certain problems are solved by the students. This case, create the students become a self determined learners which promote an autonomous learners (Hiryanto, 2017).

The paradigm of creating students become self determined learners actually has been initiated by the changing the teaching and learning approach from teacher centered learning to the students' centered learning. The main priority of the students' centered learning is to acquire life long learning skills. In similar point of this priority is the implementation of the heutagogical learning principals that the independence of the students is conducting learning, , determining their own strategies, developing their own teaching material more autonomously (Sumarsono, 2020). The students are also demanded to be more proactive in exploring data and information outside the classroom. To get information outside the classroom students should use enviromental facilities to support the gaining of new knowledge (Blaschke and Hase 2016). In the same discussion it is also elaborated that environmental education which is explored the enviromental facilities surrounding the students. Those environmental facilities and surroundings can change the behaviour and the attitude of certain society (in this case is the student and the teacher). It can also improve the knowledge, skills and awareness concerned to environmental problem issues that can drive the benefits for the present and future generations (Lustyantie 2015). In Short, students of EFL class will have a complete life skills if they are facilitated to manage their own palanning of learning, enjoying their learning by solving their own problems, involving the environmental/ surroundings to make the students more rewady to compete globally and to be autonomous learners.

Heutagogy applies a holistic approach to developing learners abilities by learning as an active and proactive process and students serving as the main agent in their learning which occurs as the results of personal experiences (Hase & Kenyon, 2013). Heutagogy learning aims to develop students' ability in in broadening the knowledge, experiences, characters/ values, and skills (Henry, 2017). The educator of teacher/ lecturer in heutagogy is facilitating the learning process by providing guidance and resources but the sole choice of ownership of learning path and processes for learners who negotiate, learn and determine what to learn and how it will be learnt is determined by the students(Blaschke & Hase, 2016). It is in line also wth the statement from Lasmawan and Budiarta, heutagogy offers collaboration to determined learning including what content is appropriate for learners to learn and how to teach them of what learning steps and learning resources are used to achieve predetermined learning goals (Lasmawan & Budiarta, 2020). Another similar idea said that heutagogical concept the creation of the capabilities and how is human values and self values inside the human resource has the role to to learn and appreciate the environment by knowing what they should learn, why they should learn, when and where they should learn, how thjey should kearn and solve the learning problems. The students determine their learning plans and goals to reach their self values (Lustyantie & Arung, 2020) . In conclusion, the learner's position in heutagogical design is as facilitator or learning consultant for their own goals and values of life.

Speaking is one of English skills that must be learned and mastered by EFL learners. There is interactive involvement between speaker and listener in the speaking activities. Hakim (2018) states that he communication process among EFL learners occurs to get the understanding and to maintain the interaction between speaker and listener. Speaker expresses his mind, thought, and feeling based on his rich knowledge and experience. When there is opportunity to deliver his expression, he will interact to his listener (Indrawati et al., 2017).

Teaching speaking to EFL learners means helping the students develop specific sets of interactional and communication skills, because spoken communication take in a real time (Hinkel,

2018). Speaking requires the development of speech processing and oral production skills which almost always include accurate pronunciation, grammar and vocabulary as well as information sequencing and discourse organization (Halimah et al., 2018). For those points of speaking proficiency, teacher or lecturer as in Heutagogy design, play the role as facilitator who monitor their learning process in mastering speaking skill.

In recent years, teaching English speaking to higher educational students, in terms of university students, the main role is leading the students to construct the learning assumptions that seek to improve students autonomy, motivations and achievement. Teacher/lecturer form the students have self determined learning by putting learners in control of their own learning, moving beyond the development of knowledge and skill, and instead of focusing on the capability, that is the ability to integrate and effectively apply a new knowledge and skills in unanticipated situations (Stoszowski & Mccarthy, 2019). Dincer added that speaking English fluently can bring forward people in their career because it can make them speak clearly while delivering information and materials. Therefore, people will not have any misunderstanding in communication while working on their jobs (Dincer, 2017). In conclusion, by designing the heutagogical principles in teaching speaking, hopefully the learners of speaking skill will earn much knowledge, have many experiences, decide smart steps in solving the problems, having mutual collaboration, skillful in communicating the feeling, thoughts and argument/ ideas by exploring and empowering information and technology as digital or printed sources.

In Teaching and learning process in heutagogy approach, the students have many perception to reach their goals of leaning. Learning Speaking skill by implementing design of self determined learning can encourage teacher/ lecturer as the facilitator and the students as centered of learning related to weaving connection in the brain, involves idea, emotion, and experiences that bring the student to a new understanding of himself and the world. The students also maintain their learning occurs in haphazard and chaotic manner as a respond to individual needs (Glassner & Back, 2019). Things to be considerd when a teacher or lecturer want to design speaking class as a real world experiences and guiding them to be a responsible learners (Geer, 2020). In short, teacher/lecturer and students are needed to have knowledge to practice connections providing students opportunities to work on real world problems in the authentic materials who know well what to plan, How to do the plan, How to get the target and make the target meaningful for life skill .For these answers of the question, it is needed a study to explore the students' perception toward the implementation of self determined learning practice in English speaking class.

There were three previous studies conducted by some researchers have not informed yet about the students' perceptions of the practice implementing self determined learning bring the students be more responsible and monotonous students. First, the study done by Wehmeyer et al. (2017) focuses on promoting self determined learning toward positive reading and writing outcome for struggling learners to enable them to become autonomous learners. Second, the research reports the implementation of self determined learning as the attributes and strategies to learn in language through Massive Open Online Course. It shows that Self Determine Learning in MOOCs class treat the learners beacome more autonomous in learning language (Agonács & Matos, 2019). Third, the research conducted by Arabai et.al. (2021) describes that Self determined learning in EFL class can satisfy the learners basic psychological needs of autonomy, competence and relatedness as well as self determination concept. Those studies repot that implementing self determined learning in the class either language class or another major class make the learners have better motivation and become more autonomous. However, there has not been any dicussion yet about the practical process of the implementation self determined learning in English for Foreign Language (EFL) class focuses on speaking skill. Since it is the design of heutagogical learning, the teaching and

learning process should be in line to the perspective of teaching and learning English as English for Foreign Language (EFL). Therefore, this study focuses on describing Self Determined Learning Practice in English Speaking Class: A Heutagogical Perspective in EFL Class. Hopefully, this study can significantly enrich other researchers or instructors and learners theoretically about concept of self determined learning in language learning and practically in implementing it toward the improvement of speaking skill to be more autonomous language learners, especially be autonomous English speakers.

METHOD

It is a qualitative research, by doing Systematic Literature Review in finding the answer of the question. Systematic Literature Review is a term used to refer to a particular research methodology or research and development carried out to collect and evaluate research related to the focus of a particular topic. SLR is used as the method to identify, study, evaluate, and interpret the research about interesting phenomenon with certain relevant research questions (Triandini et al., 2019). The answer will be supported by theories and research finding from relevant articles published in reputed journal. The questions about finding on how Self Determined Learning is Practiced in English Speaking Class: A Heutagogical Perspective in EFL Class. Hopefully, the findings will be insightful input to design lesson plan that guide to an interactive teaching and learning process of Speaking in meaningful material and to explore human values during the learning process. The data was collected, analyzed and verified from the relevant article that has the same discussion. The data is using bibliometric data. The data was analyzed using Miles and hubbermen matrix analysis: Data reduction, data display and data verification (Matthew B. Miles, 2014). The result is based on theories and practices that discussed on those relevant articles that published in reputed journals (SAGE, Elsevier, Routledge, Taylor and Francis). It will be insightful input for teacher/ lecturer of English as EFL to design toward the long life education in the era of communication, information and technology in the 21st century.

RESULTS AND DISCUSSION

Findings and Discussion Description

In heutagogical perspective it is urgent to enable students become independent and autonomous learners, to encourage them determine how and what they should learn. This article elaborates on how self determined learning practiced in English speaking class.

Hallsall et. all showed that the implementation of self determined learning on showing that community or environment has the role to make the learners trained to manage themselves in terms of their language learning. The higher education environment stimulates learning through various system and structures and those points determine when, how and what is learned. Those systems can either promote or inhibit the choice of what material is learned and what language skills are developed (Hallsall et al., 2016). Students practice their speaking by interacting with their environment. They learn throughout their life and expand the ideas by exploring and elaborating the ideas based on their environment (Glassner & Back, 2019). Glassner and Back emphasized that in facing 21st century when knowledge is organized, distributed and learned through their environments suited to the students surroundings, where all information and technology can be gained and explored through digital media.

Snowden promotes virtual learning environment (VLE) in particular social media platform in practicing English speaking in EFL class. For this activity, the role of teacher or lecturer is as a mentor and facilitator to encourage students to be autonomous in his/her own learning. A mentor

assisted learning and VLE were implemented to reinforce successful learning in speaking as one of productive skill. It is a case study that Snowden and friends reported their findings of VLE and mentor assisted learning. VLE mentoring was supported by the adoption of one to one model of matched mentorship that each year student (mentee) was matched with a volunteer a third year student who acted as a peer mentor. Each peer mentor was also mentored by a graduate of a host discipline. Peer mentor and mentee were required specific guidance and role assessments of knowledge, skills and a character of responsibility based on course design contract (Snowden & Halsall, 2017). Both peer mentors and mentees were encouraged to discuss and do the tasks in the modul prepared by the lecturer/ teacher. Then in twenty weeks the students as the mentees were encouraged to choose their preferred mode of delivery by doing VLE learning through webinar, seminar, or lecture. The collaboration between mentors and mentees were also the discussion of the implementation of self determined learning in Pesanten where mentor and mentees creates positive collaboration to discuss hot issues as their assessments in the course design. (Khoeriyah, 2019). The result showed that the mentor clearly contributed to enhancing the learning experience by increasing the level of supporting service, sense of belonging and empowerment. Blaschke stressed that self determined learning is a real implementation of a learner centered educational theory. It also the key principles of learner agency, self efficacy, capability and metacognition (knowing how to learn) and reflection. She combined its implementation with today's technologies, like the exploration on the use of social media with the framework of designing and developing learners centered environment to equip learners with necessary skills for their lifetime of learning (Blaschke, 2017). She embedded technology in particular social media that can be used to support the development of self determined learning.

Agonacs et.al. (2019) more promotes on optimizing the use of internet as a primary source of information where the access of information is at one's disposal in a seconds, where most of the learning occurs through knowledge sharing, and where the role of the teacher or lecturer has radically changed. By exploring the internet to get whole and complete information before delivering those information orally the students will be trained to be the fast learner. Their knowledge and language acquisition are practiced simultaneously during exploring the information through internet. The students will increasingly trained to speak up what they have explored since they have evidence from the primary source, internet.

Recent study done by Gillapsy and Vasilica showed using digital module makes the students are skillfull not only in exploring the internet but also in communicating their ideas orally and written ones (Gillapsy & Vasilica, 2021). Rusli et.al shared their finding of the research that conducting teaching and learning process fully in online learning system using more than two gadgets (laptop and smartphone) helps students to develop self determined learning. The findings has proven that the characteristics of Z-generation or millennial generation that is really closed to digital technology make the students practice and develop their critical thinking, creative thinking, computer skills and communicative skill (Rusli et al., 2020). In short, in the higher education with the demand of policy implication of information communication technology (ICT), Self determined learning as the heutagogical approach is inline with the goal of education that support the industrial revolution 4.0

The previous studies can be insightful consideration in answering the question on how self determined learning is practiced in English Speaking class: a heutagogical perspectives in EFL class. Those studies framing the concept of self determined learning is practiced by the environment stimulation that surrounds the students. Since the students live in the globalization era where information can be accessed easily through digital media so, the exploration of the internet or gadgets are needed if the students are eager to enrich their knowledge as well as improve their

speaking skills.

One of the ways in promoting the practice of self determine language based on the students' environment is by providing digital modul designed by lecturer that can be discussed by the students either individually or done by having peer or group discussion. The result of deep discussion (with friend or with their peer friend or assisted by senior students as their mentor) then it will be performed through certain platform as social media for students, Virtual Learning Environment (VLE) in the form of lecture or webinar . Therefore, it is urgent thing to do for students to implement self determined learning as their approach to be able to manage their own language: What to learn, How to learn, when to learn, where to get the information to accomplish their works from their lecturer or teacher. They need to manage the length of time in exploring information from the internet through their gadgets. They are also demanded to arrange when is the best time to learn and get the data from digital media. In this case, lecturer of English specifically speaking lecturer can provide digital module or digital course materials and tasks design by making the students explore the knowledge and practice their speaking skill through internets. The lecturer is also suggested to provide certain digital platform as the place for students to discuss their works.

By implementing self determined learning the students are trained to (1) become a designer of learning; (2) build individual pattern of learning spaces and opportunities; (3) draw upon their own context related technological, community, society, subject and discipline knowledge and skills (Halsall et al., 2016). Those points make the students become autonomous and responsible learner regarding to their life intentions, choices, ambitions, and expectations. Alrabai (2021) also strengthens the point that the implementation of self determined learning in EFL class gives significant effects on learners' sense of choice, intrinsic motivation, control over learning, goals and need and metacognitive skills. In other words, it can be concluded that self determined learning makes the process of learning speaking be more satisfying in terms of students' psychological needs of autonomy and competences.

CONCLUSION

Self determined learning (as a heutagogical approach) is a tendency for lecturers/ teachers to inhibit the development of space in determining what is to be learned and how it is learned within a very confined and structured curriculum and also can satisfy the students desire. Self determine learning that practiced in speaking class is implemented toward the students' environments (students surroundings) that is not far from internet, gadgets and social media, like designing mentor assisted learning, VLE virtual Learning Environment and special social media created by lecture/ teacher of speaking. Therefore it is suggested for tdeacher of EFL class or specifically lecturer of speaking class to be creative on providing the materials in digital forms , or the mode of digital module. If it is possible to do, the lecturer also can provide certain social media as the place for students to have discussion and develop their speaking skill through certain platform of social media. In short, the self determined learning practice develop students' autonomy in learning and improve their own values as students that are able to find the problems, solve the problems by managing and deciding what, when, where and how to learn for their own empowerment.

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