TEACHER POSITION FOR PROMOTING AUTONOMOUS LEARNERS IN TEACHING SPEAKING ENGLISH

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Abstrak

Dalam mengajar speaking, guru mempunyai kontribusi yang tinggi dalam menyelenggarakan otonomi siswa. Otonomi siswa mengacu pada seseorang yang mempunyai kapasitas untuk mengambil alih sesuatu berkaitan dengan manajemen diri, arah diri dan evaluasi diri. Untuk menyelenggarakan otonomi siswa ketika pengajaran speaking, guru seharusnya merancang semua materi dan menerapkannya dengan sembilan strategi. Sembilan strategi ini adalah pengaturan tujuan, pemilihan materi, metode, peran guru, hubungan guru dan siswa, lingkungan belajar, pekerjaan rumah, presentasi dan diskusi serta evaluasi. Dengan menerapkan sembilan strategi ini, guru akan berada di posisi yang tepat sebagai fasilitator untuk mendukung otonomi siswa dalam pengajaran speaking.

Kata Kunci : posisi guru, otonomi siswa, pengajaran speaking, sembilan strategi

Abstract

In teaching speaking English, teacher has high contribution for promoting autonomous learners. Autonomous learner refers to someone who has the capacity to take control of one self involving self-management, self direction and self evaluation. To promote autonomous learners when teaching speaking English, teacher must design all materials and implement it by nine strategies. The nine strategies are setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, homework, presentation and talks, and evaluation. By applying the nine strategies will place the teacher on the right position as facilitator to support autonomous learners in teaching speaking English.

Key words : Teacher Position, Autonomous Learners, Teaching Speaking English, Nine Strategies

INTRODUCTION

Speaking is an interactive process of constructing meaning that involves producing and receiving information (Brown, 1994:267). As the productive skill, speaking requires active roles of the learners during the teaching and learning process and outside the classroom. If we refer to the definitions of speaking, numbers of experts state that speaking is quite demanding for it involves meaning and context, different context can form different meaning as well. Speaking is the process of building and sharing meaning through the use of verbal, and non-verbal symbolic, in variety of context (Chaney, 1998:13). It means that learners as the users of the language need to understand what and when

to use the correct kind of language and expressions. When students produce the sound and do the instruction of teaching speaking English material, teacher doesn't directly give the feedback related to the error and mistake because teacher must pay attention to the students to know the pronunciation, grammar and appropriate words.

By letting students in expressing their ideas when doing the task of speaking English material, it will promote autonomus learners in class. Related to the autonomous learner, why autonomous learner is important? There are some reasons why autonomous learning is important: *First*, autonomous leaners are motivated and rective learners, their learning are efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). *Second*, the efficiency and effectiveness of the autonomous learners mean that the knowledge and skill acquired in the classroom can be appliend to situation that arise outside the classroom.

Everyone knows that autonomous learner refers to someone who has the capacity to take control of oneself involving self-management, self direction and self evluation. In other ways autonomous learner called by independent learner. It means that someone who is studying independently supported by library facilities, internet access, and social media such as facebook, twitter, google+, linkedin, and etc.

How about teacher position in promoting autonomous learners when teaching speaking English. In promoting autonomous learners, teacher has high contribution inside the class because learning autonomy not only implemented outside the class but also learning autonomy can be implemented inside the class. To maximize the implementation of learning autnomy inside the class, teacher must arrange and design *all materials, medias, and techniques* to promote autonomous learners. Materials refers to teaching speaking Engish material, students competence (basic and core), sources, and methods applied. Media refers to electronic devices used to support independent learner such as internet connection, computer, LCD projector, tape recorder and other devices. Technique refers to teacher's role and evaluation. The available teacher's role in promoting autonomous learners are prompter, resource and tutor *(Jeremy Harmer, 2003:72). Clearly explanation about* prompter, resource and tutor will be explained in the discussion. Otherwise evaluation is kind of assessment, measurement and testing for student in terms of teacher position for promoting autonomous learners.

Teacher position in promoting autonomous learner can be applied in learning cycle Model. Learning Cycle Model first time introduced by Robert Karplus in Science Curriculum Improvement Study (SCIS), at first model of Learning Cycle consists of three stages namely exploration, concept introduction and concept application. In the next three-stage process is experiencing development. According Lorsbach (in Wena, 2011: 171), the three stages of the cycle is developed into five stages: first is *engagement*, second is *exploration*, third is *explanation*, fourth is elaboration *or extension* and fifth is *evaluation*.
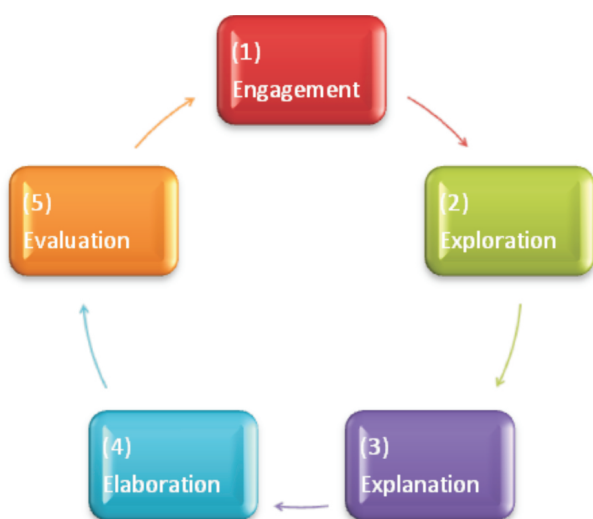
Figure 1. Learning Cycle Model

(1) Engagement

This phase aims to get students' attention when teaching speaking English, teacher position here encourage thinking skills, helping students to access their prior knowledge. When teacher explains about the topic of speaking English material cause the emergence of student curiosity about the topic to be studied to provide questions to the students about phenomena associated with the material to be learned.

(2) Exploration

In this phase, teacher position when teaching speaking English gives students the opportunity to work either independently or in groups without direct instruction. Students work to manipulate an object, do the experiment (scientifically), make observations, collect data, to make a conclusion from the experiments performed. Teacher position as fasilitator to help students in working on the scope of the problem (hypothesis made earlier).

(3) Explanation

Activities in this phase aims to complement, enhance, and develop the concept of acquired students. Teacher position when teaching speaking English explains the material of speaking English by teacher own words, show examples related to the concept of complete explanation, and introduce new terms of speaking English that are unknown for students. On activities related to the assignment of speaking English, teacher can deepen the relationship between understanding and conclusions of the assignment obtained by the student. Thus, students can improve their understanding of the assignment acquired.

(4) Elaboration

The learning activities lead students apply the concepts that have been understood and skills possessed in a new situation. Teacher position when teaching speaking English of this phase aims to improve student understanding of what they already know about speaking English material, so the students can make accommodations through the relationship between students' understanding of concepts and speaking English materials become more comprehensive.

(5) Evaluation

The last step for teacher position when teaching speaking English is evaluation. There are two things we want to know in this learning activity for evaluation namely *a learning experience* that has been obtained by the students and *reflection* to undertake a

further cycle is a learning process for the next concept. Evaluation is the final stage for teacher position when teaching speaking English. At this stage, the teacher can observe student knowledge or understanding in applying the new concept. Students can evaluate themselves by submitting open questions and seek answers using observations, evidence, and explanations obtained previously. The results of this self-evaluation can be used as an teacher evaluation on the application of the learning cycle method is being applied, if it goes well, good enough, or still less. Through self-evaluation, students can also find deficiencies or progress in the learning process has been done.

Promoting autonomous learners will be challenging for teacher in teaching speaking English. Because teacher position gives high contribution to promote autonomous learners inside the class by designing all materials, medias, and techniques to support autonomous learners. In promoting learning autonomy, all techniques and methods can be implemented in learning cycle model through engagement, exploration, Explanation, Elaboration and Evaluation as mentioned above.

In supporting learning autonomy or autonomous learners in teaching speaking English, teacher position is offered to implement 9 (nine) strategies which have been written by Jeremy Harmer (2003:335), Scott Thornburry (2005:89) and Holec (1979:10). The nine strategies are setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, Homework, Presentation and talks and evaluation.

This article limits on the discussion of nine strategies used for promoting autonomous learners in teaching speaking English. This article is not discussing about learning cycle model but this article is discussing about the implemetation of nine strategies used (as mentioned above) to promote autonomous learners in teaching speaking English. All nine strategies will be discussed in the discussion.

REVIEW OF LITERATURE
1. Autonomous Learning

Autonomy refers to the capacity to take control of oneself involving self-direction; self-management; self-evaluation; self-redirection as well as the capacity to cooperate with others, etc. It may help us think of a certain degree of dependence, independence, interdependence. Where there is life, there is requirement of autonomy. Where there are cultures and languages, autonomy is likely to prevail.

Classroom discourse towards autonomy for teaching Speaking English such as speaking task, feedback and correction, presentation and talks, stories joke and anecdote, drama, role play, simulation, discussion and debates, conversation and chat, outside class speaking (Scot Thunburry, 2005:89). These strategies can be adapted in promoting autonomous learning in class.

Autonomy for teaching and learning English require removal of toxic teaching and learning styles, creation of healthful individual and local

autonomy for progressive teaching and learning process. The practice of self-directed teaching and learning objectives, progress and evaluation of teaching and learning need to be determined by local teachers and learners themselves. A harmonious relationship between lingual and non-lingual aspects ought to be taken into careful consideration for autonomy of English teaching and learning.

Autonomous learning make student as the subject of learning. The students must manage theirself in terms of evaluation, management of learning, and cooperation with others. Students can do the autonomous learning inside and outside the class, by and without teacher. Autonomous learning by teacher, students can do the material by training in class, doing the material by group and face-to-face with other in discussing the material. Autonomous learning without teacher, the students do the homework outside the class by facilitating with information source from the library and internet (website, social media and online software).

2. Teaching of Speaking

The ability of speaking according to Brown (in Islamiyah, 2007: 14) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. It means that speaking used in terms of communication.

The use of English as oral communication is, without doubt, one of the most common but highly complex activities necessary to be considered when teaching the English language especially because we " live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor" (Al-Sibai, 2004:3). When teaching speaking in class, the students producing the sound, there will be complex in pronunciation, wrong word and sentences. By having complex problems, will make students expert in speaking English.

Speaking is the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because "there is no point knowing a lot about language if you can't use it" (Scrivener, 2005:146).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang, 1997). In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney, 1998).

Teaching speaking in class is difficult, because it relates with sound, intonation, rhytm, wrong spelling, wrong words and sentences. Teacher position when teaching speakng doesn't directly determine the mistake. Teacher gives feedback after teaching learning process. By

letting students to express their skill in speaking, it will develop students in speaking skill.

3. Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to second language(L2) input (Al-Sibai, 2004). Input refers to the language data which the learner is exposed to (Zhang, 2009).

Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. (Swain, 1985, as cited in Zhang, 2009). When input is negotiated and learners produce output in interaction, they selectively " take in" portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to intemalise what they have learned and experienced.

Oral language acquisition always related to speaking English. Other factor that support students when students mastering in speaking English because of they can improve enough oral language acquisition when they are still in child. If they do not get oral language acquisition enough, they will be difficult when speaking English in adult, because oral language acquisition influence their pronunciation. The process of learning speaking English also improve the students ability in speaking English.

4. Oral Language Learning

When language learning take place, there are four conditions that should be exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Leamers need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis,1996:7). A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form They should use a wide variety of language.

According to Rod Ellis (2009:775), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to

engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication." Through communication learners can integrate separate structures into a creative system for expressing meaning" (Littlewood, 1984:91).

Oral language learning is the contrary of the oral language acquisition. If the oral language acquisition is the human being addition in oral communication whe they are in chiild. Otherwise oral language learning is must be studied by the human being in state or private instituion. Oral language learning support students ability in speaking skill. Oral language learning can be studied inside and outside the class. Oral language learning can improve student ability in speaking skill through interaction. Because when we speak, we need the second speaker or receiver, this situation make the interaction. Through interaction, oral language learning can be maximum enhacing student's capability in speaking English.

C. DISCUSSION

For promoting autonomous learners in teaching speaking English, teacher position implements 9 (nine) strategies which have been written by Jeremy Harmer (2003:335), Scott Thornburry (2005:89) and Holec (1979:10). The nine strategies are setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, Homework, Presentation and talks, and evaluation.
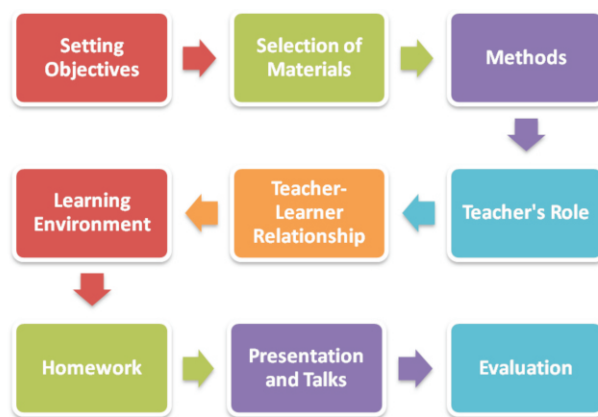

Figure 2, Nine Strategies to Promote Autonomous Learners in Teaching Speaking English

1. Setting Objectives

Autonomous learning is a self-directed learning, self-evaluation and self-management to set the objectives in learning speaking English. The learners as the subject in learning speaking English which will elaborate all the informations and competences inside and outside class. The learners will define their own self when learning speaking English. The the learner defines his objectives and other essential consequence of this will be the introduction of the learner's specific personal dimension (Holec, 1979:10). Definition of the objectives here will be based on an analysis made by the learner of the final behavior in accordance with his subjective criteria. The objective here applied for learners when learning speaking English.

How about the teachers' position in setting objective for promoting autonomous learners in teaching speaking English? Here the step for teacher that must be implemented in teaching speaking English. Before entering the class, teacher should design the objective of teaching Speaking English through the syillabus. By

using the syllabus, teacher will know in depth the process in teaching speaking English covers basic competence, core competence material, evaluation, time allotment, and references (Permendikbud, 2013:93). Core competence is related to the goal of material in learning speaking English. Core competence is applied by basic competence or basic competence as the elaboration of core competence. Evaluation is the assessment for learners in form of test, quiz and assignment. Time allotment refers to the time for teaching and learning speaking English. And references as the source in learning speaking English. Designing the objectives of teaching speaking English through syllabus will enhace learner's competence in teaching speaking English.

2. Selection of Materials

Choosing material is closely related to setting objectives. Because when teacher design the syllabus, directly the teacher selects the available material for teaching speaking English. Materials for teaching speaking English are designed for teachers to achieve the goal in teaching speaking English. The thematic contents are of course determined on the basis of personal choices and not on the basis of the choices of the majority of the class-group or the subjective choices of the teacher' (Holec, 1979:13). In this regard, learners even can change and modify their materials frequently. So, in this process, a fixed material for all is definitely not in use rather an autonomous classroom has variations of material from a wide range of collection.

When selecting the material especially for teaching speaking English, teacher must consider some aspects to make autonomous learners. Namely sound and video recordings, and etc. By using these recording, teacher will facilitate the students to learn speaking English through teachnology to help students in knowing the weaknesses when speaking English. And also give the feedback for students about the pronunciation, rhytm and intonation when speaking English.

Materials for learning speaking should depend on teacher and learners expectation. All materials must be based on learners expecation. The teacher position here only selecting the available material for learners based on government policy (Curriculum 2013 for students in school and KKNI for students in university).

3. Methods

Methods as a strategy in teaching speaking English. Methods used to achieve the goal of teaching and learning process in speaking English. The goal of learning to be selected and determined in advance prior to the teaching and learning activities. Defined goal should be supported by the appropriate teaching metods. One of the appropriate teaching methods here, teachers can specify more than one purpose of learning and use several methods of teaching. Practically, teacher often make a combination of several methods of teaching in order to facilitate the goal of teaching and learning process in teaching speaking English.

Selection and determination of this method is based on the existence of a particular method and cannot be used to achieve certain goals

(Syaiful Bahri Djamarah, 1997:23) as an example of objectives that have been formulated are preparing financial statements, to achieve that goal, the discussion of such methods are less suitable used. Demonstration and training method is more appropriately used to achieve these goals. Teaching methods should be consistent with the objectives to be achieved, in other words, teaching methods must be subject to the destination.

The methods used to promote autonomous learners in teaching speaking English by giving the task. In teaching speaking English, task is quite important because by giving the task, teacher can correct the mistake a nd give the feedback. Otherwise student can be a subject in doing the task (to be autonomous learners). Task method is delivery methods of teaching materials in which the teacher gave certain tasks and the students learning activities (Syaiful Bahri Djamarah, 1997:34). The advantages of this method are: Students are more motivated to perform individual and group learning activities, students can develop independence outside the supervision of teachers, foster responsibility for students' discipline, and develop students' creativity. Disadvantages of this method are: Students are difficult to control, he is working on his own or not, for task groups some are active and passive, not easy to give tasks according to individual differences of students, often given the task of watching would be caused boredom. All advantages of task method will support the teacher in promoting autonomous learners, otherwise teacher must manage the disadvantages to achieve the goal of teaching

speaking English.

4. Teacher's Role

All activities at class need teacher participation to promote autonomous learning. Teacher position when theaching speaking English uses *learner-centered lesson* to promote learning autonomy. Learner-centered lesson gives wider opportunies for students to express their understanding and activity when learning speaking English. The process of self-learning gives students the opportunity to understand the material with a little help from the teacher. They participated in the study with the material based on the syllabus that has been designed by teachers. Any problems or learning difficulties have been anticipated earlier by the syllabus made. Model of self-learning is very useful, because it is flexible, non-binding and train students' independence.

The available teacher's role when teaching speaking English are teacher as prompter, resource and tutor (Jeremy Harmer, 2003:72). These teacher's roles will be explained as follows: Teacher as Prompter, sometimes when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they are lost for words' (Jeremy Harmer, 2003:60). The students may still have the thread but be unable to proceed productively for lack of vocabulary when practicing speaking English. They may not be quite sure how to proceed, caused students are anxious and not willingness to practice speaking English. Teacher position related to this problem, just let the students work things out for theirself or instead "nudge" them forward in supportive way. In this case, teacher's

role as prompter available to solve this case. One of the solutions used when students have lack competence and less creativity when practicing speaking English at class, teacher position as *prompter* available by asking questions related to the problems and giving suggestion for students to do for further activity.

Teacher as Resource*,* when teaching speaking English in front of the students, teacher as resource available for this situation. In this situation, teacher take part, or try to control the students, or even upto prompt them might be entirely unwelcome (Jeremy Harmer, 2003:61). However when teacher explaining alot about teaching speaking English material, and make the students bored and tired, in this case, the students may still have need of their teacher as a resource.

Teacher as Tutor, when teacher devides the students into small groups and gives instruction student to do the dabate (one of speaking English materials), the teacher can act as a tutor working with individuals or small groups, pointing them in directions they have not yet thought of taking. In such situations, teacher is combining the roles of prompter and resource, acting as a tutor. It is difficult to be a tutor in a very large group since the term implies a more intimate relationship than that of a controller or organizer (Jeremy Harmer, 2003:62). However, when students are working in small groups or in pairs, we can go round the class and staying briefly with a particular group or individual, offer the sort of general guidance we are describing. Care needs to be taken, however, to ensure that as many individuals or groups as possible are seen,

otherwise the students who have not had access to the tutor may begin to feel aggrieved.

5. Teacher-Learner Relationship

In promoting autonomous learners through teaching speaking English, teacher becomes facilitator to create relationship among teacher and students. In this sort of relation, teachers always give the learners enough paces to think, to ask questions, to motivate themselves to the next attempt to their own learning and all these steps promote the learning process. In learner autonomy, teachers are the facilitators of their learners' inner motivation as well as their potentials.

Though there is no best way to teach, some ways in which teachers relate to learners are more likely to promote engagement, learning, achievement, and well being than are other ways (De Wolff & Van Lizendoom, 1997; Kochanska, 2002; Main, Kaplan, & Cassidy, 1985). In teaching speaking English, when teacher giving the task for students in form of groups to promote autonomous learning, direct and indirectly, students have participated in teaching and learning process. The effect, teacher and students having relationship through teaching and learning process.

Other ways in promoting autonomous learners through teacher-learners realtionship by giving discriptive assessment. For instance, students' progress reports (students report). After implementing curriculum 2013, students report in form of descriptive text not in form number. We still remember the records that exist in the side column of our values. We will see the phrase "please maintained his achievements" if we have

an average value of eight or nine. Whereas if we got an average of 6 down the message will be "please parents pay more attention to their learning". The effect of descriptive form of assessment make close relationship between teachers, students, and parents. Like it or not, parents should read their sons or daughters report. After rewading the report, Parents will know their sons or daughters progress in school in each daily test or semester. And there will be good interaction between teachers, students and parents to maintain the balance of children in times of growth (Teacher-Learners-Parents relationship).

6. Learning Environment

Teacher position when teaching speaking English acquaints students to learn from the Environment. The environment gives a wider lessons for students in terms of how to be a member in society and how to interact with others. When students learn from the environment, directly and indirectly, students recognize how to express emotions appropriately in accordance with the demands of their social environment. Self-awareness which is defined as the ability to feel the feelings that arise and this feeling is the ability of every human being. This capability makes self-control and emotion regulation becomes possible. These skills will be honed when students learn and interact in a group.

Learning environment from the environment plays a vital role for an autonomous learning environment is a must in learning English speaking as it was mentioned before, " In a foreign language, a speaker has to look for

suitable lexis, has to construct an appropriate syntactic structure and needs to use a comprehendible accent, plus the demanding tasks of thinking and organizing ideas and expressing them at the same time (Daly, 1991:1). So, multiple activities are involved in speaking and for this reason, high comfort in classroom is mandatory to produce all these simultaneously without hesitation.

7. Homework

After explaining speaking English material, homework is available to promote autonomous learning. Learner autonomy gets a powerful boost the first time that homework is set for students to do out of class. They will now have to study without the help of a teacher (Scott Thornbury, 2005:338). Homework is not easy for teacher or students to get right. Teacher must make decision that how much homework to set for students when doing speaking English material ouside the class. Because when students are adults working in full-time jobs, the demands of self study may have to fight it out with work, family responsibilities, and other pursuits and hobbies.

In order to be maximum for giving students homework, teacher need to discuss with students how much homework they can cope with, given the other commitments they have. If there is class agreement between students and teacher about what is reasonable, there is a much greater chance of compliance for speaking English material.

Homework is one of teacher instructions to promote autonomous learners in teaching speaking English. Homework encourages

greater student autonomy in learning speaking English without the help of a teacher. The obstacle in doing homework for students is when the students have full-time job outside the class. The students are demanded to finish the homework ontime supported by students responsibility, this homework will be interseting and useful for students.

8. Presentation and Talks

After finishing student's homework of speaking English material, the students are offered to give presentation and talks in front of other students. When student presenting the result of homework in front of other students, they have an experience in terms of how to pronounce the speaking English material correctly and accurately. The presentation and talks as the solution for teacher in promoting autonomous learners in teaching speaking English.

Mostly, presentation and talks of speaking English material are in terms of academic presentation. Academic presentations refers to the students who are studying English for academic purposes are likely to need preparation in giving academic presentations or conference papers (Scott Thornbury, 2005:94).   In advance of practising these skills in class, it may help to discuss the formal features of speaking English material such as discussing academic athmosphere and sounds and pronunciation in practicing speaking English material.

The pressure of solo performance of practicing speaking English material by asking learners to work in pairs on the preparation of the presentation and to take turns in its delivery. It is important to allow a question-and-answer session at the end since this is invariably the most challenging stage of a presentation (Scott Thornbury, 2005:95). The audience should be given a little time at the end of the presentation to prepare their questions. This in turn could be followed by some discussions as to the strengths and weaknesses of the presentation. Alternatively, the presenters can be asked to reflect on, and evaluate, their own performance.

The problem for teacher's position in promoting autonomous learners is how to maintain other students interest? when students present and talk in front of other students. Facing this situation, teacher sets other students by giving the task to summarize students presentation and talks. By summarizing students presentation and talks will maintain other students interest.

9. Evaluation

Evaluation in teaching speaking English can be regarded as a process to determine the success or failure of its intended purpose. Evaluation is very useful for teachers for promoting autonomous learners. Teacher or educator serves as a benchmark for evaluating whether or not the teacher was successful in providing teaching speaking English. Teaching can be said to be successful if visible changes or changes in students' behavior toward better. As for student evaluation serves as a benchmark themselves in learning, whether or not the student is able to receive an evaluation that has been determined by the teacher, not the student's maximum or follow learning.

In promoting autonomous learners,

evaluation is needed for teacher in terms of giving feedback for students' mistake when learning speaking English. Evaluation of the system has a wide coverage. Including the assessment, measurement, and testing. Between evaluation and assessment have similarities and differences. The similarity is to determine /assess on an object. While the difference is the assessment has a narrow scope and assesses one aspect only.

CONCLUSION

Teacher position has high contribution for promoting autonomous learners in teaching speaking English. Learning autonomy *not only* can be implemented outside the class and the students have control of oneself involving self-direction, self management and self evaluation *but also* learning autonomy can be implemented inside the class and teacher as a facilitator to support autonomous learners. To maximize the implementation of learning autonomy inside the class, teacher must arrange and design all materials and techniques to promote autonomous learners in teaching speaking English.

In promoting autonomous learners in speaking English material, teacher position implements speaking English material and teachniques by using nine strategies which have been written by Jeremy Harmer (2003:335), Scott Thornburry (2005:89) and Holec (1979:10). The nine strategies are setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, homework, presentation

and talks, and evaluation.

Some steps in implementing nine strategies of teaching speaking English material as follows: First is *setting objectives*, in this step, teacher designs the objective of teaching speaking English through the syllabus. By using the syllabus, teacher will know in depth the process in teaching speaking English covers basic competence, core competence material, evaluation, time allotment, and references (Permendikbud, 2013:93). Second is *selection of materials*, after teacher sets the objectives of teaching speaking English, teacher selects the available material for teaching speaking English. Material of teaching speaking English must be based on teacher and learners expectation. Third is *methods*, the methods used in teaching speaking English by giving task and group discussion for students. Task and group discussion will promote autonomous learners. Fourth is *Teacher's role*, the available teachers role when teaching speaking English are teacher as prompter, resource and tutor *(Jeremy Harmer, 2003:72)*. Fifth is *teacher-learner relationship*, When teaching speaking English, teacher gives the task for students in form of groups to promote autonomous learning, direct and indirectly, students have participated in teaching and learning process. The effect, teacher and students having relationship through teaching and learning process.

Sixth is *learning environment*, when teaching speaking English direct and indirectly acquaints students to learn from the Environment. The environment gives a wider lessons for students in terms of how to be a

member in society and how to interact with others. When students learn from the environment, directly and indirectly, students recognize how to express emotions appropriately in accordance with the demands of their social environment. Seventh is *Homework*, After explaining speaking English material, homework is available to promote autonomous learning. Homework is one of teacher instructions to promote autonomous learners in teaching speaking English. In order to be maximum for giving students homework, teacher need to discuss with students how much homework they can cope with, given the other commitments they have. Eight is *Presentation and talks*, After finishing student's homework of speaking English material, the students are offered to give presentation and talks in front of other students. Mostly, presentation and talks of speaking English material are in terms of academic presentation. Academic presentations refers to the students who are studying English for academic purposes are likely to need preparation in giving academic presentations or conference papers (Scott Thornbury, 2005:94). Nineth is *Evaluation.* Evaluation is the last strategies of teaching speaking English. In promoting autonomous learners, evaluation is needed for teacher in terms of giving feedback for students' mistake when learning speaking English. Teacher or educator serves as a benchmark for evaluating whether or not the teacher was successful in providing teaching speaking English. Teaching can be said to be successful if visible changes or changes in students' behavior toward better.

This article is recommended for teachers who are teaching speaking English for promoting autonomous learners inside and outside the class. By applying the nine strategies such as setting objectives, selection of materials, methods, teacher's role, teacher-learner relationship, learning environment, homework, presentation and talks, and evaluation will place the teacher on the right position as facilitator to support autonomous learners in teaching speaking English.

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