

An effective poster is not just a standard research paper stuck to a board. A poster uses a different, visual grammar that is able to show instead of tell. The effective poster operates on multiple levels, they are: source of information, conversation starter, advertisement of your work, and summary of your work.

Procedures of Poster Making of CAR Articles

Being inspired by poster session that is usually held in a particular conference, I decided to use poster as a media in teaching CAR class. This media is made by the students in groups. In other words, the students provide their own media in learning process. As they are involved and demanded to make the media, they probably learn better.

The procedures of making the poster are as follows:

- a. The students are divided into groups of three.
- b. The students find a classroom action research-based article from a journal (National or International, printed or electronic).
- c. The students consult whether the article they have found is classroom action research-based article.
- d. When the article is approved, they make the summary and the poster.
- e. The maximum length of the summary is a half of the original article.
- f. The poster has to be made based on the steps given.
- g. The material for making poster is brought to the class and poster is made in class in group.
- h. The posters are displayed like in the poster session.
- i. The groups that do not present the poster become the viewer/audience and free to ask about the material presented on the poster.
- j. The responsible groups answer the questions directly or note them and then presented classically.
- k. To highlight the explanation, oral presentation is possible to do.
- l. The students are also allowed to use power point in adding explanation.

Discussion

The idea of assigning the students to make posters in fact showed some effectiveness; it presents the empirical research in an attractive way, it experiences the students with various previous studies in a relative short time, etc. In addition, poster making also gives good effects to the students. It might foster them to be autonomous, independent, and creative learners to discover the concept and the application of CAR as a *research* not as a *subject*. They also learn to be cooperative in group.

To be met with the theory, poster making in fact involves at least three approaches, they are: teacher-based approaches, learner-based approaches, and resource-based approaches. In teacher-based approaches, the roles of the teacher are: 1) facilitator, supporting and facilitating them in the process of accomplishing the assignment, 2) counselor, providing time for students to clarify about the material or consulting their work, or interaction one on one, 3) resource, being responsible to approve whether they can use a particular article to be presented.

Poster making can be considered as learner-based approach. Here, learners are encouraged to be responsible in accomplishing the assignment. They have to be able to work in groups, be cooperative, be independent, and be autonomous. If they don't, the students will be responsible for the consequence. There are two groups who do not consult their articles and unfortunately they presented different kind of research-based articles instead of classroom action research-based articles. Consequently, they have to do the procedure from the beginning.

It surely trains them to be patient, hard working, and be independent in controlling over their own learning, but still they need a lecturer as the resource.

Besides the two approaches, this assignment is also considered as resource-based approach in which the learners are encouraged to have interaction with the material themselves. They become a self access-learner in making effort to find the article.

Conclusion

Poster can be considered as the effective teaching media in CAR class and contributes in students' character building. It is an alternative media that can be used in teaching CAR class instead of lecturing. It is found that poster is an interesting visual media to deliver information. Besides presenting an empirical research in a simpler and more effective way, the students are experienced with various previous studies in a relative short time. Psychologically, the students are not realized that they are learning. They enjoy the poster and subconsciously try to understand the content. In so doing, they learn CAR as a *research* rather than a *subject*.

The effect of this assignment on the students' behavior and psychology is positive. They are encouraged to be active, cooperative, and be independent learners. Actually they are fostered to take a charge of their own learning. They decide the material themselves and have a chance to express their creativity in presenting the article in a poster to be used as the media in learning CAR as a research. To be met with the theory, in fact, this assignment seems involve three approaches; learner-based approach, teacher-based approach, and resource-based approach in which these approaches are interrelated and interdependent.

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FOSTERING STUDENTS' AUTONOMY THROUGH POSTER MAKING OF CLASSROOM ACTION RESEARCH-BASED ARTICLES AS THE ALTERNATIVE MEDIA IN (CAR) CLASS

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This paper discusses the use of poster as an alternative media in teaching Classroom Action Research class. It investigates the effectiveness of poster used as a media in enhancing the students' understanding toward Classroom Action Research empirically. It also presents the effect of poster making toward the students' character building. The consideration is that because poster is well known as an interesting and effective media to deliver message. Here, the poster was created based on the Classroom Action Research-based articles taken from ISSN or ISBN journal (national or international, printed or electronic) conducted by the previous researchers. In fact, the use of poster as media shows some effectiveness : it presents the empirical research in an attractive and simple way, it can be displayed like poster session that allow the students experience with various previous studies in a relative short time, it can be presented any time and any where, etc. Moreover, poster making also gives good effects to the students. It might foster them to be autonomous, independent, and creative learners to discover the concept and the application of CAR as a *research* not as a *subject*. They also learn to be cooperative in group and experience group dynamic. In conclusion, poster can be considered as the effective teaching media in CAR class and contributes in students' character building.

Keywords: poster as media, students' autonomy.

Introduction

Nowadays, Classroom Action Research (CAR) becomes popular since teachers are required to be able to conduct that research. One of the considerations why the government requires teachers to conduct a Classroom Action Research that is to let the teacher to be reflective in his/her teaching practices so that the quality of teaching and learning process is improved. Significantly, it will lead to the increasing of the students' quality. According to Burns (2010), CAR enables a teacher to see problematic situations in class. It means that conducting a classroom action research will lead the teacher to be more sensitive in recognizing a particular thing needs to be improved in class.

In English Department of Muria Kudus University, CAR is a subject that has 2 credits. This subject aimed at equipping the students with Classroom Action Research theoretically and practically. Therefore, besides understanding the concept of CAR, the students are required to be able to at least make a proposal of CAR with a hope they have a clear view to conduct that research. In this case, CAR has to be delivered in such a way so that it will be understood as a

research rather than a *subject*. In so doing, providing an appropriate technique is necessary so that the students understand how the research is conducted.

In order to experience the students with various kinds of CAR have been done by previous researchers, I assign the students to find CAR articles from National or International Journal (printed or electronic). To make sure whether the articles based on classroom action research, they have to consult the articles. When it is considered as the right article, then they have to make the summary and the poster based on the article. Then, the poster is presented as it is in poster session. Through this task, the students are encouraged to be active, independent, and cooperative. This task was done in group to experience them with a group dynamic and to foster their autonomy in learning. Therefore, the present paper entitles fostering students' autonomy through poster making of previous Classroom Action Research articles as the alternative media in teaching CAR class.

Fostering Students' Autonomy

Autonomy is a capacity belongs to the learner - an attribute of the learner's approach to the learning process. It cannot be 'taught' and 'learned', yet, it is not inborn. Consequently, it needs to be acquired through process of learning. According to a large body of empirical research in social psychology, autonomy - "feeling free and volitional in one's actions" (Deci 1995, p.2) - is a basic human need. It can be explained that learners draw on their intrinsic motivation when they are given a responsibility for their own learning. By accepting the responsibility, they will commit themselves to develop the skills of reflective self-management in learning; and their intrinsic motivation will increase if they succeed in learning.

While, according to Benson (2001: 109), autonomy is 'the capacity to take control over one's own learning and it is believed that the development of such a capacity is beneficial to learning'. Therefore; fostering autonomy refers to processes initiated by teachers. In the field of education, autonomy is closely related to certain practices. It can be done through practices that will allow learners to engage in learning in order to develop this capacity. These practices are discussed under six broad headings: resource-based, technology-based, learner-based, classroom-based, curriculum-based and teacher-based approaches (figure 1).

- a. resource-based approaches emphasize independent interaction with learning materials
- b. technology-based approaches emphasize independent interaction with educational technologies.
- c. Learner-based approaches emphasize the direct production of behavioral and psychological changes in the learner
- d. Classroom-based approaches emphasize learner control over the planning and evaluation of classroom learning.
- e. Curriculum-based approaches extend the idea of learner control to the curriculum as a whole,
- f. Teacher-based approaches emphasize the role of the teacher and teacher education in the practice of fostering autonomy among learners.

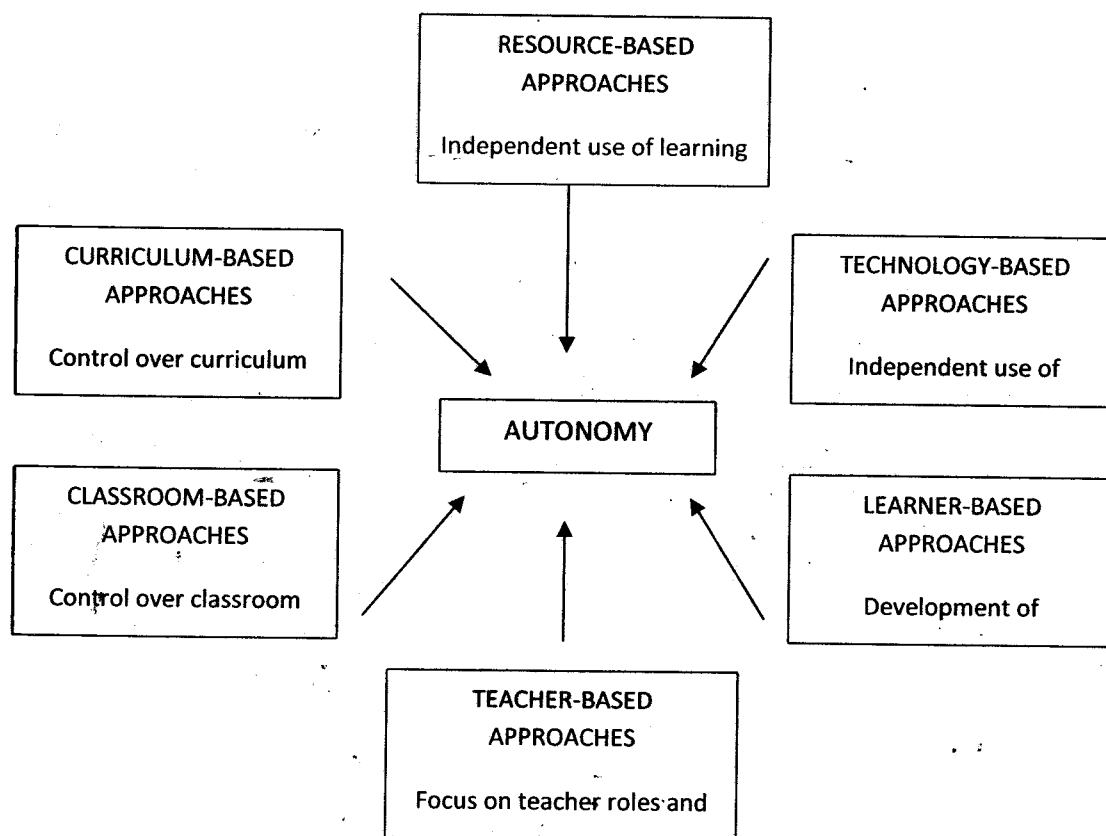


Figure 1. Autonomy in language learning and related areas of practice

From the figure, it can be said that autonomy can be achieved through various approaches, and it is very possible to use more than one approach to foster autonomy. Again, it has to be emphasized that approach is related to a certain practice. The distinctions of one approach to another are largely a matter of focus. Those approaches are interdependent and often combined, sometimes in eclectic ways since it seems not wise employing only one approach to foster the learners' autonomy.

Poster and Poster Session

Poster is considered as an interesting visual media to present scientific message or unscientific one. It is an important vehicle for presenting research information and the results. Despite difficulties of preparation, it has many advantages and can have a greater influence than an oral presentation.

Dealing with poster, here the concept of poster session is discussed. Poster session advertises combines text and graphics to make a visually pleasing presentation. Typically, a professional poster involves showing a particular work to numerous researchers at a conference or seminar. This can take place in one large room, several smaller rooms, or even on a balcony. Then, as viewers walk by, poster should quickly and efficiently communicate the research. Unlike a slide show or verbal presentation, a poster session allows viewers to study and reread information and discuss it with the owner one on one. It may also be required to give short presentations on the research every ten or fifteen minutes.