STRATEGI PEMBELAJARAN MANDIRI UNTUK MENINGKATKAN KEMAMPUAN MENULIS WARGA BELAJAR PADA PROGRAM PAKET C DI PKBM BARITO BANJARMASIN

AUTONOMOUS LEARNING STRATEGY TO IMPROVE LEARNERS' WRITING SKILLS ON PACKAGE C PROGRAM IN PKBM BARITO BANJARMASIN

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Abstrak: Tujuan penelitian ini adalah untuk menganalisis apakah penerapan strategi pembelajaran mandiri pada warga belajar Paket C di PKBM Barito Banjarmasin berbeda setelah melalui dua siklus pembelajaran berdasarkan setting dan tingkat kemahiran warga belajar. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan wawancara dan observasi untuk pengumpulan data. Penelitian ini dibagi menjadi dua siklus. Siklus pertama adalah tutor memperkenalkan dan menjelaskan langkah-langkah pembelajaran mandiri, seperti: menemukan topik, melakukan studi kepustakaan, membuat draft, menulis esai, merevisi dan menilai atau evaluasi diri. Siklus kedua, tutor menjelaskan lebih detail bagaimana pencarian perpustakaan dilakukan sebagai bagian dari proses belajar mandiri, terutama proses menulis. Hasil penelitian adalah (1) Pada siklus pertama, hanya sedikit warga belajar yang lulus dari kriteria yang ditentukan; dan (2) Pada siklus kedua, lebih banyak warga belajar yang lulus kriteria khusus secara tertulis. Oleh karena itu, siklus dihentikan pada tahap 2 karena kriteria ketuntasan telah tercapai. Dapat disimpulkan bahwa penerapan strategi pembelajaran mandiri untuk meningkatkan keterampilan menulis dalam mengorganisasikan ide efektif bagi warga belajar.
Kata kunci: Kemahiran menulis, Pembelajaran mandiri, Pengorganisasian ide, Program paket C, Warga belajar

Abstract: *The purpose of this study was to analyze whether the implementation of an autonomous learning strategy to learners of Package C in PKBM Barito Banjarmasin different after joining two cycles of learning based on the setting and level of learners` proficiency. This study applied qualitative descriptive method by using interview and observation for data collection. This study was divided into two cycles. The first cycle was the tutor introduced and explained the steps of autonomous learning, such as: finding topics, conducting library study, making drafts, writing essays, revising and scoring or self-evaluation. The second cycle, tutor explained in more detail how library search was performed as part of the autonomous learning process, especially the writing process. The results of study were (1) In the first cycle, only few learners who passed the specified criteria; and (2) In the second cycle, more learners passed the specific criteria in writing. Therefore, the cycle is stopped in phase 2 because the criteria for completeness have been achieved. It can be concluded that the application of an autonomous learning strategy to improve writing skills in organizing ideas is effective for learners.*
Keywords: *Autonomous Learning, Learners, Organizing Ideas, Package C Program, Writing Skills*

INTRODUCTION

The implementation of the Package C Program is one of the government's efforts to fulfil the learning needs of citizens in obtaining a certificate equivalent to secondary school (Salam & Aneta, 2019; Sagimin et al., 2022). Learners acquire the similar subject materials as formal schools, however the approaches and learning strategies in the Package C program more adopt adult learning styles (Handrianto, 2013; Nengsih et al., 2022). In addition, the Package C program is usually also equipped with training and life skills programs, to help learners to be more independent and have certain skills in improving the quality of their lives.

Learning English in package C is oriented to the skills of learners to use it to get better job opportunities. English is very important at this time, especially in terms of communication and writing skills. Tutors provide English learning skills so that it can be practiced directly by learners in daily activities. The ability to write in English can provide benefits for learners to correspond with people from abroad, write job applications in foreign companies, and give written responses in language that is easy to understand in a structured and systematic manner (Hizriani et al., 2022; Khairunnisa et al., 2022; Maulida et al., 2022).

Teaching writing as productive skills requires tutors to direct learners to produce their expressions in written form and needs more elements of skills such as using appropriate words, proper sentences and correct spelling that is different from speaking (Haerazi et al., 2020; Pernantah et al., 2022; Rahman et al., 2022b). When learners speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they have to communicate with actual visual words.

Writing is especially important for the instruction of second language learners for three reasons. First, writing well is a vital skill for academic or occupational success (Malik, 2018; Rios et al., 2020), but one that is especially difficult for second language learners to master. Second, writing can be an effective tool for the development of academic language proficiency as learners more readily explore advanced lexical or syntactic expression in their written work (Warschauer, 1996; Weissberg, 1999). Third, writing across the curriculum can be invaluable for mastering diverse subject matter, as written expression allows learners to raise their awareness of knowledge gaps, abstract problem-specific knowledge into schemas that can be applied to other relevant cases, and elaborate mental representations of knowledge that can be more easily retrieved, while simultaneously allowing tutors to better understand the learners' state of knowledge and thinking process and thus adjust instruction as necessary.

According to Brown (2001), the tendency to teach writing in ESL and other foreign languages goes hand in hand with other skills. The cognitive aspect of writing is of particular concern because researchers are trying to understand the thinking processes that underlie learners' writing. According to Hadley and Reiken (1993), writing requires writing. This includes the ability to narrate, retell, and transform information into new text in the form of stories and explanations, such as writing explanations and controversies.

However, supporting learners a good way to have the right writing skills is not always easy. It is because of writing is a complex subject. Heaton (1990) highlights that writing is complex and difficult to teach and also to learn, it requires the mastery not only of grammatical and rethorical devices but also of conceptual and judgmental elements. Therefore, the tutors plays an important role to ease the teaching and learning through presenting contextual material or applying an appropriate teaching strategy. Strategy in teaching writing holds an crucial

position to develop college learners' skill in writing. Thus, the strategy applied must open up wide opportunities for learners to practice (Marzuki, 2015).

One of the strategies that can be applied is autonomous learning. In autonomous learning learners have to be capable of set their own goal, planning the activities to achieve the goals including finding their own learning resources, and also assessing their own progress. To apply autonomous learning in teaching writing, Kweldju et al. (2000) proposed five steps to be followed; finding topic, conducting library research, writing draft, revising and scoring essay. This supports what has been believed that in teaching writing there are four basic stages that have to be followed; planning, drafting, revising and editing. This has been the main concern of this research where autonomous learning is used to develop the learners writing skill.

Various kinds of learning strategies are carried out to improve the quality of writing skills. Several obstacles exist in each strategy in organizing ideas that make it difficult for writers to express their ideas (Graham et al., 2019; Matt et al., 2022; Nengsih et al., 2022). In this connection, in this study, a strategy, namely the autonomous learning strategy, is investigated as one of the strategies that can improve the quality of a person's writing skills, especially, in this study where the participants are university learners. The main objective of this study is whether the autonomous learning strategy can improve learners' writing skills and can enable learners to channel their ideas in an organized manner which can produce a new, quality writing. In the autonomous learning strategy, learners are expected to be able to assume and carry out their learning naturally with their particular reasons in handling the situation. Therefore, the tutor must provide instructions on how to identify something so that learners can have a perspective on the situation. In the end, this study will help our understanding and knowledge of whether autonomous learning can help improve the quality of learners' writing skills. In addition, it can also help investigate the needs, strengths, and weaknesses of how autonomous learning is applied in teaching writing. This knowledge can be the basis for tutors and future tutor candidates to consider the use of autonomous learning strategies in their application to teaching writing. Having these goals in mind, the researchers sought to answer the following research questions: (1) How can autonomous learning improve learners writing skills?; and (2) How to apply autonomous learning in organizing ideas?

METHOD

This research used qualitative descriptive method. There were 15 learners of Package C program in PKBM Barito involved as participants in this study. The learners were in their second years in Package C program. They had Paragraph Writing topic in English which focused on learners' writing skills. Data were collected through interview and observation. Descriptive research has the goal that is to describe a phenomenon and its characteristics (Taguchi, 2018; Alpi & Evans, 2019). Qualitative research, however, is more often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinions, perspectives, and attitudes. Qualitative research collects data qualitatively, and the method of analysis is also primarily qualitative (Nasajji, 2015). Before conducting the study, the participants were informed about the study in detail explanations. The selection of participants was done randomly (not based on learners who were smart or had good grades in the previous semester) to ensure the results are pure (Hayashi et al.,

2019; Adam et al., 2022; Rahman et al., 2022a). To conduct the study, the researchers needed an instrument to collect accurate data. The researchers obtained primary data through interviews with the participants that we have collected. The researcher gave several questions related to the learning strategies applied by the participants in learning writing skills. Then the researchers obtained secondary data through direct observation into the class of the participants to see and directly observe the learning process that occurs in the classroom.

RESULTS AND DISCUSSION

The identified problem was the learners were difficult to start, develop and conclude their essay in different phrases they had been tough to organize their ideas into a scientific writing. Before asking Package C learners to apply autonomous learning to develop their ability in writing specially in writing paragraph, the tutor introduced and explained the steps of autonomous learning; finding topic, conducting library research, making draft, writing essay, revising and scoring or self-evaluation.

During the application of autonomous learning the learners' activities were monitored. Finding subject matter monitored by checking the subject they chose, library research activities monitored through asking them to record the end result in their library studies every meeting, making draft changed into monitored through checking their draft, writing, revising and scoring essay changed into monitored in the course of the writing process with inside the classroom.

The result, one student in the very good category, one student in the good category, 8 learners in the normal category, and five learners in the bad category. Retrospective results showed that few learners who passed the specified criteria did not meet the criteria for success in cycle I. We also concluded that there were two factors that influenced the failure of cycle 1. The first element came from the researcher and the second element came from the learners themselves. First, the researcher did not explain the self-study procedure to learners. As a result, some learners do not understand how to apply independent research to essay writing. Regarding the second factor, some learners are not serious in completing assignments, especially in research and library building. In fact, they are not ready to write an essay and find it difficult to develop their topic. Following the failure of Cycle I, we need to continue our investigation in Cycle 2 and develop a revision plan.

In Cycle 2, the tutor detailed how the library search is performed as part of the autonomous learning process, especially the writing process. On the other hand, the tutor also encouraged the learners to do the given task because the task was really important for improving their writing. After giving explanations and encouragement to the learners at the first meeting in Cycle 2, the tutor again challenged the learners to write a controversial essay using autonomous learning. I was asked to find a topic of interest, conduct a library survey related to the selected topic, create a draft, and write an essay in the classroom.

The results show that one student has a good rating, 11 learners have a good rating, one student has a normal rating, and only 2 learners have a bad rating. From this we can conclude that the success criteria have been met and the cycle has stopped. Looking back at Cycle 2, we found that student performance improved from Cycle 1 to Cycle 2. The research question has been answered during the monitored and implementation of cycle 1 and cycle 2. The learners' writing skills in organizing ideas got improved through the application of an autonomous learning strategy. There were two potential factors that have been applied during the cycle to be

the learners' problems in improving their writing skills using autonomous learning. The first was that the tutor's lack of clarity when giving instructions in an autonomous strategy could make it difficult for learners to release their ideas when they wanted to write something. The second was that the learners' lack of seriousness in doing the assigned tasks made them unable to develop their writing skills, it also made autonomous learning not suitable to be applied to learners who were not serious about taking lessons.

Writing is a very complex cognitive activity, and writers need to show control over the variables at the same time (Ibrahim et al., 2021; Sicam et al., 2021). Strong writing skills can increase a student's chances of success. Writing is an important part of language. All learners need good writing skills to meet their educational and work needs. The process approach focuses on writing activities in which learners move from generating ideas and data acquisition ideas to publishing ready-made texts. A learner-centred process approach that takes into account the learner's needs, expectations, goals, learning styles, skills and knowledge. Writing should convey thoughts, thoughts, and facts in simple and easy-to-understand words. Learners need to learn the art of writing, which is essential for excellence at an academic and professional level. All learners need good writing skills to meet their educational and work needs (Handrianto et al., 2021; Sarte et al., 2021).

In addition, to be successful in writing, some skills need to be mastered such as skill in organizing idea, choosing appropriate words and mechanical skills. Skill in organizing idea refers to the ability to present the idea systematically, skill in choosing appropriate words refers to the ability to employ the right vocabulary on the topic being discussed, and the mechanical skill refers to the ability to employ appropriate grammar and punctuation on the right place (Hogue, 2008). This is in line with Heaton's (1990) viewpoint that in producing a good writing there are four components that should be taken into consideration; they are organization, content, vocabulary and mechanics. It implies that writing is the ability to employ messages into a systematic writing form.

CONCLUSION

The application of autonomous learning strategy in organizing ideas from English is successful in improving learners' writing skills of learners on Package C program in PKBM Barito Banjarmasin. The identification of success can be seen from the percentage of quality which in cycle 1 is few learners achieve the competency in writing and in cycle 2 majority of learners achieve the writing skills. The improvement increase by the activities and the tutor ways to be carried out the application of autonomous learning strategy. The activities carried out are the introduction and explanation of autonomous learning and the application of; finding topics, conducting library research, making drafts, writing essays, revising and scoring or self-evaluation where each activity is always monitored by the tutor. This study recommends the English tutors in Package C program adopting the autonomous learning strategy in improving writing skills among learners. The skills are very important for learners in facing the new digital era to be professional workers in their job even though they don't have highly certificate in formal education. The management of Package program is expected to make clear identification in the learning needs of learners to create the programs based on learners` interest for their future careers.

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