

UNDERGRADUATED THESIS



**A STUDY OF AUTONOMOUS LEARNING IN DESCRIPTIVE TEXT
WRITING AT THE SECOND SEMESTER OF THE ENGLISH EDUCATION
PROGRAM AT THE STATE COLLEGE OF ISLAMIC STUDIES JURAI SIWO OF
METRO ACADEMIC YEAR 2012/2013**



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**Tarbiyah Department
English Education Program**

**THE STATE COLLEGE OF ISLAMIC STUDIES
(STAIN) JURAI SIWO OF METRO
1434/2012 M**

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ABSTRACT

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The purpose of this paper is to explore and describe the implementation of Autonomous Learning of the students' descriptive text writing skill. Autonomous Learning is an approach in which the students or learners demanded to be independent and responsible participants on their own learning. In this condition, the learners are more active and attractive rather than accepting knowledge merely. In addition, it emphasized that the students do more practice in learning process. Since, the process of learning they are not alone, they have the guide of a counselor who is offering support when they needed.

The procedures of autonomous learning can be briefly described as follows. In the first meeting, there are some activities that should be done by the lecturer and students. Firstly, the lecturer gives the general description about descriptive text. The lecturer also explains the classroom procedures which consist of (library research, writing first draft and self-evaluation). Then, the students self-evaluate their current writing skill and requested to write descriptive text that they are interested in. The students read model of descriptive text and compare the own original one. The lecturer gives homework to them, they are asked to conduct the library research and write their draft at home. During conducting the library research, they are supposed to find common method of identification and description of descriptive text. In the second meeting, the students report the relevant books or articles they read by mentioning the title and showing the relevant information for their descriptive text, it is the way how the writers organize their ideas including the identification and description. Writing and revising are the in-class activities that students do after making the outline. The last activities is scoring, the students score their own performance (descriptive text).

The research I have done suggests that the autonomous learning has a good activity which done by the lecturer and students actively. Here, the students are demanded to be an active and autonomous learner under the guidance of the lecturer. Autonomous Learning can help the students to increase their writing skill and it can develop their ideas in writing descriptive text.

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Tujuan dari penelitian ini ialah untuk mendeskripsikan pengaplikasian Autonomous Learning dalam penulisan teks deskriptif siswa. Autonomous Learning merupakan sebuah pendekatan yang mana siswa dituntut untuk menjadi pembelajar yang mandiri dan bertanggungjawab terhadap pembelajarannya sendiri. Dalam kondisi ini, pembelajar lebih aktif dan atraktif dan tidak hanya menerima pengetahuan melalui. Dapat ditegaskan bahwa siswa melakukan banyak praktik dalam proses pembelajaran. Selama proses berlangsung, mereka tidak sendiri, mereka memiliki pembimbing yang memberikan dorongan dan bantuan saat mereka butuhkan.

Prosedur dalam pembelajaran autonomous Learning dapat dideskripsikan secara singkat sebagai berikut. Pada pertemuan pertama, ada beberapa aktifitas yang harus dilaksanakan oleh guru ataupun siswa. Pertama-tama Guru menjelaskan tentang gambaran umum mengenai deskriptif teks. Guru menjelaskan prosedur atau langkah-langkah pembelajaran, yang terdiri dari (Library Research, pembuatan draf di rumah dan evaluasi yang dilakukan sendiri). Kemudian siswa mengevaluasi kemampuan menulis mereka. Setelah itu, mereka diminta untuk menulis teks deskriptif. Setelah menulis deskriptif teks, mereka membandingkan hasil mereka dengan model teks yang diberikan oleh guru. Guru memberi tugas, siswa diminta untuk melakukan Library research dan menulis draf di rumah. Selama proses library research, mereka diharapkan agar mampu menemukan metode umum dari identifikasi dan deskripsi dalam teks deskripsi. Pada pertemuan kedua, siswa menunjukkan format library research dan draf yang telah mereka buat. Hal ini adalah cara agar siswa mampu mengorganisir ide-ide dalam identifikasi dan deskripsi. Kemudian siswa merevisi hasil tulisan mereka di dalam kelas dan melakukan penilaian sendiri terhadap teks deskripsi mereka.

Kesimpulan dari penelitian ini adalah autonomous learning memiliki aktifitas yang baik didalamnya. Siswa dituntut untuk belajar mandiri atas kesadaran mereka sendiri. Autonomous learning juga mampu membantu mereka dalam peningkatan hasil menulis dan mengembangkan ide-ide secara lebih luas lagi.

CURRICULUM VITAE



Nurhayati was born in Sidomakmur, Way Tenong, Lampung Barat in January 1992. She graduated from Elementary School 03 of Sukananti in Way Tenong in 2003, State Junior High School 01 of Way Tenong in Way Tenong 2006, State Senior High School of Way Tenong in Way Tenong 2009, and now finished her study in the State College of Islamic Studies Jurai Siwo of Metro. Since 2009, she has been a member of IMPOR. Her personal interest covers are: Music, Singing, Sport volley ball, and reading. Her research interests deal with writing.

