

**AUTONOMOUS LEARNING IN THE PROCESS OF
GENERATING IDEAS TO WRITE THROUGH READING
ACTIVITY FOR PUBLICATION**



*Building
Future
Leaders*

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ABSTRAK

IMAS MINATI ANDAYASARI. Kemandirian Belajar dalam Proses Menghasilkan Ide untuk Menulis melalui Kegiatan Membaca untuk Publikasi. Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta (UNJ), Juli 2011.

Penelitian ini bertujuan untuk mendeskripsikan kemandirian belajar siswa dalam proses menghasilkan ide untuk menulis melalui kegiatan membaca untuk publikasi. Manfaat penelitian ini diharapkan agar dapat menjadi metode alternatif dalam mengembangkan kemandirian siswa dalam belajar dan membantu siswa dalam mengembangkan potensi bahasa Inggris dan kemandirian belajar melalui kegiatan membaca.

Penelitian ini merupakan penelitian bersifat kualitatif dengan menggunakan metode studi kasus. Proses penelitian melibatkan 31 siswa kelas 7 SMP Negeri 71 Jakarta yang tergabung dalam kegiatan English Club. Namun, penelitian ini hanya menggunakan satu grup sampel yang beranggotakan lima siswa. Teknik pengumpulan data menggunakan observasi kegiatan belajar, kuesioner, wawancara, dan dokumentasi. Penelitian ini memfokuskan pada prinsip belajar yang terdapat dalam teori Vygotsky (1978), *Zone of Proximal Development* yang melihat bahwa proses belajar melibatkan siswa untuk aktif terlibat pada tiga aspek; keterlibatan dalam kegiatan membaca, berkolaborasi dengan teman sejawat, dan dengan bimbingan guru. Pertama, peneliti melihat bukti-bukti kemandirian siswa yang ditampilkan berdasarkan sikap-sikap siswa dan pernyataan langsung siswa selama kegiatan belajar. Kedua, peneliti mengelompokkan sikap-sikap tersebut dalam ketiga aspek kemandirian belajar. Terakhir, peneliti menyimpulkan kemandirian siswa berdasarkan tingkat keterlibatannya pada ketiga aspek tersebut. Hasil penelitian membuktikan bahwa tidak semua siswa dalam group yang diteliti menunjukkan kemandirian belajar yang sama. Tiga diantara lima siswa lebih menunjukkan sikap kemandirian belajar selama proses belajar dibandingkan kedua siswa lainnya. Namun, tidak ada siswa yang mencapai level kemandirian belajar tinggi. Kelima siswa tersebut hanya menunjukkan kemandirian belajar pada level sedang dan rendah.

Kata kunci: *Kemandirian Belajar, Zone of Proximal Development, kegiatan membaca, publikasi.*

ABSTRACT

IMAS MINATI ANDAYASARI. Autonomous Learning in the Process of Generating Ideas to Write through Reading Activities for Publication. Skripsi. Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta (UNJ), July 2011.

This study aimed to identify and describe students' autonomous learning in the process of generating ideas to write through reading activities for publication. The significance of this study is hoped to be an alternative learning method in developing students' autonomous learning and help students develop their potential in English and autonomous learning through reading activities.

This study was conducted by using case study design. The process of the study involved 31 students of SMP Negeri 71 Jakarta joined in English Club. However, this study only used one study group consisting of five students. This study took six months investigation. The data were gathered through observation, documentation, and questionnaire and interview. This study was in line with the nature of learning included in Vygotsky's theory (1978), *Zone of Proximal Development* which viewed learning as a process which encourages students to actively involve in problem solving tasks through the interaction with more capable peers and teacher guidance. Thus, this study investigated the autonomous learning based on the three aspects; engagement with the reading activities, collaboration with peers, and the teacher guidance. Firstly, the researcher identified the evidences of students' autonomous learning through students' behavior and actual statement during the learning process. Secondly, the researcher classified those evidences based on the three aspects of autonomous learning. Finally, the researcher concluded the students' autonomous learning based on their participation in the three aspects. The result of the study revealed that not all students in the study group showed the same autonomous behavior. Three of five students are autonomous than the others. However, nobody achieved high level of autonomy. Those students are in average and low level of autonomy.

Key words: *Autonomous Learning, Zone of Proximal Development, Reading Activities, Publication.*

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Jakarta, 26th July 2011

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IMA

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