

The Implementation of Andragogy Approach in Writing Activity for the First Grade Senior High School Students

Alfiani Firdaus, Rini Lindawati, Nurhayati Ganinda

Faculty of Teacher Training and Education, Universitas Islam Majapahit,
Mojokerto, Indonesia

Alfianifirdaus1897@gmail.com

Abstract

The aims of this research were to describe the implementation of Andragogy approach in writing activity at the First Grade of Senior High School Students and to find out the students response in learning writing using Andragogy approach. The researcher conducted a descriptive qualitative research. The subject of this study was the First Grade of SMAN 1 Puri, Mojokerto. The data were collected through observation, interview and questionnaire. The data were analysed through descriptive qualitative. Based on the results of data analysis, it is known from the students activity in writing activity teacher implemented three assumptions of andragogy approach well and used appropriated media (worksheet) in learning activity. Teacher conducted fifteen from seventeen learning activity which categorized very good. The result of students' responses, students has shown that learning by using andragogy approach can help students in learning writing. Students can understand the material which related with experiences and real life easily. It also can motivate the students to be more active and creative in learning process. It is supported by the result of students' responses got average 82,4%. It means that has a positive response.

Keywords: *Writing Activity, Andragogy Approach, Senior High School Students, Qualitative Research*

Introduction

Writing as productive skill that involve thinking skill has many rules such as, grammar, spelling, cohesion, coherent, and the style of writing in the process of writing. Generally, people who master writing in English and has good written

language, they have good competence in English also. It is become as benchmark for people that master in English language, create many benefits in social life, as Urbanova and Oakland (2002) state that the written language is nowadays an important social and educational function and its status has a high social prestige. Writing has a unique position in language teaching since its acquisition involves practice and knowledge of other three language skill, such as listening, reading and speaking. Moreover, people should involve three factors when they practice writing, they are: Psychology, linguistic, and cognitive factors. Bryne (1982) divides the problems that make writing difficult into three categories. The first category is psychological problem, caused by lack of interaction and feedback between reader and writer. The second category is linguistic problem which occurs because in writing one has to keep communication open through own efforts and to ensure the choice of sentences structure in order the text can be understood. The third category is cognitive problem since writing has to be taught through formal instruction.

Writing skill need more time and practice to achieve mastery level. Raimes (1983) stated that writing usually requires conscious effort because the author agrees how to compile sentence and read again what was written. There are several interrelated components namely, content, organization, grammar, syntax, diction, purpose, audience, and author's process. Moreover, Richard and Renandya (2002) stated that writing is the most difficult skill for second language and foreign language learners. It is become the biggest reason that this productive skill is very important to be mastered by student in Senior High School in Indonesia which learning English as a foreign language. In the context of school settings, writing skill is more crucial to be mastered by students because they are required to have knowledge adequately in order to produce specific writing genre as essays, summaries, critical review and research papers (Dudle-Evans & St. Joun (1998). Students in Senior High School expected to be active, creative and innovative in writing. Glenn et al (2003) said that writing is teachable. It is an art that can be learned. The student learns to master writing skill start at the first grade, it is expected they could produce their own writing. Teacher has to find out

the method or approach which can stimulate the students to pour their ideas in the text.

Nevertheless, in teaching learning activity there are difficulties that faced by students in writing activity. Many students who have studied for six or more years of second language or foreign language are still unable to express themselves in clear, correct and comprehensible manner in target language (English) through four skills especially in writing skill. From the results of interview about the problems of writing faced by Senior High School students was found that most of Senior High School students got difficulties in writing skill. The students had problem in writing, such as lack of vocabulary, less experience and motivation to write. (as cited in River, 1981).

The prompt when teacher gave when writing activities reduce their creativity (as cited in Ikrima, 2014). The teacher as facilitator in implementation of Curriculum 2013 are obligated to bring the student to more active, solve their problem and stimulate their ideas in writing activity. To familiarize students in writing since first grade, teacher have to accustom them to express their opinions and ideas in written language. Not only that it could bring more benefit such as, student more confident with their writing, learning writing at the next level will be easier and more structured. Therefore, the teacher demanded to make various innovations to explore the potential of students through a meaningful learning process which is expected to be able to achieve the objectives. That is become a challenge for English teacher to solve the problem and looking for the exact model or strategy or approach that appropriate in writing activity in curriculum 2013.

Adult learning theory (Andragogy) refers to the practice of teaching and educating adults (Knowles, Holton, & Swanson, 2005). Adult learning method is the way to organize the students in order to learn both of theory and practice (Anonym, 2006). Teaching learning activity in education formed by flexible tool can help students learn efficiently. Adult learners accumulate the knowledge and experiences of the learner to create the new knowledge and experience. The principle of adult learning is learner centered, which offer the learner release their creativity, ideas, opinion freely based on their experiences. Malcolm Knowles

(1970) introduce an approach that could be used in adult learning; it is called by Andragogy approach. Andragogy as the art and science of helping adults learn. His concept of andragogy is based on the assumptions that adult continue to learn in their lives and that they learn somewhat differently than children (pedagogy relates to children) (Knowles, 1970). There are four assumptions which are the base of the concept by Malcolm Knowles (1970), they are: (1) The learners' self-concept, (2) The Role of Experience, (3) Readiness to Learn, (4) Orientation to Learning. The implementation of andragogy approach is beneficial for teaching learning adult students by applying the assumptions from the Malcolm Knowles. Because the purpose of this approach is encouraging the students to be able to think rationally, has skill to try independently, improve their passion.

However, beside scientific approach that can apply in teaching senior high school student, Andragogy approach also can be implemented in senior high school level. Even though, they are not adult learner yet in term of age but, their physical growth almost in adult stages. State Senior High School Puri in Mojokerto implemented the Andragogy Approach in teaching learning activity. The students in SMAN 1 Puri in Mojokerto has accustomed in writing their opinions, comments, and ideas without prompt from the teacher, it is purposed to make students enjoy in writing. From that habit, some of them have their own writing. It is supported by the curriculum which is implemented there; emphasize to develop the students more active and creative.

From those issues, the researchers were interested to conducted a research related to the Senior High School Students in an English class and creat the formulations of the problem to achieve the target as follow: (1) How is the implementation of Andragogy approach in writing activity for first grade Senior High School students in Mojokerto? (2) How are the students' responses when learning writing using Andragogy approach?

There are some studies that conducted by the researchers related to this study. The research conducted by McCauley, K., & Hammer, K., & Hinojosa, A.S in 2017 entitled An Andragogical Approach to Teaching Leadership. The research design was descriptive quantitative researches that deal with the use an andragogical approach to teaching leadership could be more effective. The subject

of the study is collage-students at management. Another research is conducted by Wang, V. C. X., & Storey, V.A in their research in 2015 with the title Andragogy and Teaching English as a Foreign Language in China. The study investigated the possibility of whether Western Andragogy could be practiced in Teaching English as a Foreign Language (TEFL) in China. This research brings two prominent teaching methodologies, they are Quantitative which use survey method and Qualitative which coupled with interview in-depth observations may well answer some of the questions derived from the study. The researcher constructed a 50 questions survey instrument, which was distributed to a random sample of 160 teachers of English at the eight universities of foreign languages in china. The research conducted by Wheaton, D. L., & Hart. L. T. M in their research in 2012 with title Striking a Balance: Using Critical Andragogy to Improve Writing Proficiency among adult Learners: A Pilot Study. The findings of pilot study which they gathered data on adult students' perceptions of themselves as writers. The researchers contend that on important aspect of enhanced student learning is the integration of self-directed learning activities into the instructional technique. This study gains the data use the questionnaire which filled by 56 students who were taking English composition, literature, and management courses during the spring 2010 semester at Jackson State University.

Those previous research use the same approach in teaching learning activity, which is implemented in adult learning. Therefore, the difference is researcher will focus on the approach that can be used learning activity in senior high school. In conclusion, the researcher will be conducting the implementation of andragogy approach in writing activity for the first grade of senior high school students.

Research Methodology

The researchers used a descriptive qualitative design to answer the problem statement. This research used descriptive qualitative method. According Sutopo (2002) stated that generally qualitative research could be called as descriptive qualitative, because it will present the research finding in the form of

detailed sentences description, complete and focus to the process and how something happens.

Qualitative research has the aim of understanding experience as nearly as possible as its participants feel it. According to Sutopo (2006), the method of collecting data in complete qualitative research is grouped into two ways, namely interactive and non-interactive techniques. Interactive consist of interview methods and participant observation. While non-interactive observation method, consist of non-participation, questionnaire, documentation, and participation documents. The researchers were collected the data from the classroom observation, interview to the English teacher, questionnaire, documentation, and participation documents. The researchers used a descriptive qualitative research design to obtain the answer of the research question. It was mean that the researchers wanted to describe the implementation of Andragogy approach for the first grade of SMAN 1 Puri students in academic year 2018/2019. To obtain the deep information needed clearly the researcher used Purposive sampling technique. According to Djam'an Satori (2007) states that purposive sampling is a sampling technique that determined by adjust to specific research objectives or considerations. Satori (2007) also said that Purposive sampling can be called by judgment sampling that it a simply interpreted as selecting a sample adapted to specific objectives.

The subject of this research were the students of first grade MIPA 1 of SMAN 1 Puri in academic year of 2018/2019. The researchers chose X-MIPA 1 class because it was qualified for criteria of sample needed for this research, such as the average of writing score considerably. To collect the data, reaserchers used instrument. According to Arikunto (2000) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Here, the instrument is researcher herself. To support researcher to collecting data, researchers used any setting, any sources and any ways. In this research, the researchers used observation checklist, interview guidelines, questionnaire and document analysis to support the researches. The data collection in qualitative research according to Sugiyono (2008) stated that the fundamental method relied on by qualitative researchers for

gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher used interview supported by observation and questionnaire to found the data about students' response. Researcher implementing such instruments, the researcher conducted the following procedures:

1. Observation

Faisal (in Sugiyono, 2015) qualification observation to be participant observation, overt observation and covert observation, unstructured observation. In this research the researcher did classroom observation. By doing observation, the researcher got document and reflected systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The researcher used observation checklist to know the andragogy approach is mostly used in teaching writing. The result of this observation could calculate the percentage by using the following formula according to Kontour (2005):

$$P = \frac{A}{N} \times 100\%$$

Note:

P = Percentage of each activity

A = Total score of activity that appears and observe

N = Total activity score throughout learning

From percentage of averages, the implementation was measured using the following categories:

Table 3.4 Percentage and Category of Teacher Activity

Percentage	Category
76% < P < 100%	Very Good
56% < P < 76%	Good
40% < P < 56%	Good Enough
P < 40%	Poor

Source: Kontour (2005)

2. Interview

In this case, the researchers were used semi-structured interview. The interview was conducted after the teaching and learning process, to gain the implementation of andragogy besides from the observation classroom. The

purpose of the interview in this research is to cross-check the data and to make sure that the data from the observation were really valid.

3. Questionnaire

Sugiyono (2008) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. The researcher used a close questionnaire which was arranged by using a Likert scale. Each response consisted of strongly agree, agree, neutral, disagree, and strongly disagree (Alma, 2008). The questionnaire constructed in the form of Likert scale which consisted of 20 items.

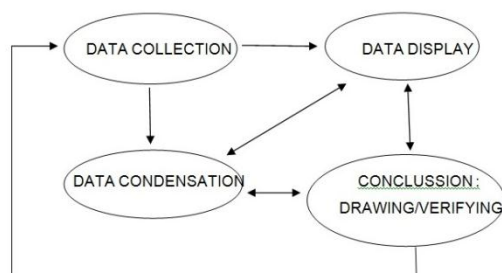
4. Documentation

Bogdan and Biklen (2007) stated using the term document to refer to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information as part of a case study whose main data source is participant to observation or interviewing. While their use as an auxiliary is most common, increasingly, qualitative researchers are turning to documents as their primary source of data. The researcher used this technique to support the data collection from interview and observation.

The triangulation was used in this research were source and methodological triangulation. In validating the data, the researchers were compared the data that was found during observations, interview and the data found from the questionnaires. With triangulation of source, the researchers were compared interview results obtained from the source or informant as a check the truth of the information obtained. In addition, after observing the process of the teaching learning process, the researchers did the crosschecking by comparing them to the data of questionnaires by using methodological triangulation technique.

In analyzing the data the researchers used descriptive research based on the Miles and Huberman (1994) as a main description and percentage to support the conclusion:

3.1 Picture of Data analysis by Miles and Huberman



- (1) *Data Reduction*. The researcher selected, focus and simplify the data.
- (2) The researcher deleted some activities do not relate to this research.
- (3) *Data Display*. The researcher displayed the data is a description of the data. The description of the data was presented in systematic order.
- (4) *Drawing /Verifying Conclusion*. The last data analysis technique is conclusion drawing/verifying.

Results

In this research divided into two kinds. They are the finding from preliminary observation and post observation. Before researcher did this research and choose the place and subject of this research, researcher did preliminary observation to make sure that the place of research was implemented andragogy approach in learning activity. First, the preliminary observation was conducted on Thursday, 14th February 2019. It was done in order to obtain an overview about teaching-learning activity by unstructured interview. In preliminary observation researcher interviewed the teacher some questions about the learning process. Based on the interview, it is found that besides teacher use scientific approach; she also used andragogy approach which integrated curriculum 2013. Teacher said that, andragogy approach has similar principles which can implement at first grade of senior high school students, which is learner centered. In implementing the andragogy approach teacher used media like PPT or worksheet which appropriate with the material. Teacher said that, not all the material can be implemented by andragogy approach, but teacher adjust the material with the approach. In preliminary observation teacher also choose the subject for the research to next observation classroom, which is class X MIPA 1. Based on the previous learning activity by using of andragogy approach, the students in X MIPA 1 can accept the material better than other class, and they have well in writing score. Second, post observation was conducted on Thursday 11th April

2019. In this observation, researcher found the data based on the data collected through observation, interview and questionnaire, there are some major held to note down.

The researcher did observation one time in the class and interviewed the teacher after the learning activity. The teacher thought the students using andragogy approach in writing activity in one meeting; teacher used Recount text as a material in that writing activity meeting through implemented the assumptions of andragogy approach in teaching learning activity.

1. The implementation of andragogy approach in writing activity at the first grade in SMAN 1 Puri.

a) The learner's self-concept

The learner's self-concept describe that the learners is an independent human. Relation between learner and teacher create the feedback for each other. Based on the interview with the English teacher, in learning activity the teacher assumed that the learners are adult and she placed her as facilitator. From the classroom observation it is found that teacher had to prepare and created conducive climate of classroom according to adults' circumstances. In implementing the first assumption of andragogy that is the learner's self-concept. The teacher successful creates conducive class condition, and involved the students to diagnose their own needs in process of learning activity.

b) Orientation to Learn

In the orientation to learn section activity, teacher emphasize herself as a facilitator, she facilitated the students in learning activity with the cases or experiences. The teacher oriented the students to identify the material with the cases or experiences. Teacher created the students' experiences by lead the example or recount text inside of their worksheet.

c) Role of experience

In implementing the third assumption of andragogy that is the role of experience, the teacher directed the students to implement practically the experiences was they got. The experiences become their sources to practice writing and their result of writing was more creative. Not only that, in this step students also an increase their confidence during discussion section.

d) Readiness to Learn

The assumption of readiness to learn defined the readiness of each individual to be mature accordance with the passage of time. Then, the readiness to learning is not determined by academic needs, but it determined by development and demands of changing of assignment and their social role. Adult learners can be called ready to learn something because of their development level which they faced in their social roles as workers, parents or the leader of organization. For example, the application of this assumption is the implication of learning material in some training activity or giving some project which appropriate with their social role. When interviewed with English teacher, she assumed that the learner as adult learner. The teacher gave the material and placed as facilitator. But, the material was form of curriculum needs not form of students need to applied in social role. During the observation the teacher did not give the more assignments or project to the students which showed applied readiness to learn assumption of andragogy approach activity. Before the class ended teacher only gave a review and feedback about the material that had been discussed.

To know the response of students in learning by using andragogy approach, the researchers gave questionnaire to students of class 10 in SMAN 1 Puri. The questionnaire consists of twenty questions with five choice answers. There were positive and negative statements.

2. The Students' Response in writing activity by using Andragogy Approach at First Grade Students in SMAN 1 Puri

a) Interesting

In the learning process students very interested and enjoy in learning English. It can be shown from the questionnaire; about ninety percent of students answer strongly agree and agree. The students agree that the writing activity was given from teacher is interesting and challenging. They also agree that the approach in writing activity is not boring because it made them to be active. The students enjoy it every steps of teacher gave in learning process. They really interesting when discussion section.

b) Understanding

In learning process andragogy approach helped students to write and got the material easily. Steps in implementation of andragogy approach teacher implemented role of experience. Students agree that write based on the experience make them easy to write. About twenty percent of students still confused from that step. Then, students also agree if the material which delivered by teacher related to the real life. It made them knew the real form of the example, not only imaginary. Eighty percent of students agree when the teacher made a group to discuss the material, it helped they got more inspiration to write and exchange their idea, especially for students who less of experiences. Students agree that using andragogy approach an increase their creativity of writing. That is become the reason why understanding questionnaire categorized in strong.

c) Implementation

In learning process, seventy percent of students agree when teacher made a group discussion to help their learning activity, they can exchange the ideas. Teacher aimed from the group discussion students can increase their creativity in writing. And when they face the difficulties or still confused they can ask to their friend. Students also strongly agree when learning activity use a media, to make them easier got the material, even though teacher did not use media in every meeting. Teaching writing the students asses their teacher in categorized good.

Discussions

1. The implementation of andragogy approach in writing activity at the first grade in SMAN 1 Puri

Based on the result, teacher not only gave students the material from any sources but, she also made a group in discussion and presentation section. The teacher aimed increase the creativity of students in writing when they discussed with their friend also increase their confidence when present the result of their work. Teacher believes that learners have the potential to become self-motivated and self-directed, rational, and emphatic to participate in collaborative discourse and to become capable of exercising individual agency and to act reflectively (King & Wright, 2003; Merriam, 2004; Mezirow, 1991, 2000). In addition, Wang

(2006) argues that approach in learning English, that she used critical thinking skills, the use of realistic language, students-centred class and quality of the learning process.

2. The Students' Response in writing activity by using Andragogy Approach at First Grade Students in SMAN 1 Puri

Based on the results students gave positive response in implementation of andragogy approach to teach writing. It can be seen during the learning process and the result of questionnaire. Students have received the explanations and followed every step was teacher gave to them when teaching and learning process well. In line with Ahmadi (1999) Positive response is an action or attitude that shows to accept, acknowledge, approve and implement the norms that apply in the class. Based on the statements above, the researchers concluded that response of the students when implementation andragogy approach has a positive response.

Conclusion

Firstly, the researchers concluded that the students' progress during teaching and learning activity by using andragogy approach is running well. Firstly, the results of classroom observation show that teacher implemented fifteen from seventeen activities in observation checklist. It can be average 88%. Related to the percentage results in the application of the andragogy approach it can get the result that the learning process carried out in the classroom has been going well.

Secondly, analysis of the response of students got an average response score of 82,4% in strong category. It can be interpreted that students have a good reaction to learning by using andragogy approach. Students can easy to understand the materials which related with experiences and real life; they also can enrich the inspirations from any kind of sources to make them write easily. Teaching by using andragogy approach can motivate the students to be more active and creative in teaching and learning process. It can get the result that students have a good response in writing activity by using andragogy approach.

References

Ahmadi. (1999). *Psikologi Sosial*. Jakarta: PT. Rineka Cipta.

- Alma, B. (2008). *Belajar Mudah Penelitian*. Bandung: Alfabeta.
- Anwar, S. (2009). *Pemahaman Individu, Observasi, Checklist, Interview, Kuesioner, Sosiometri*. Yogyakarta: Pustaka pelajar.
- Arikunto, S. (2006). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Bokdan, C. R. (2007). *Qualitative Research for Education: An Introduction to Theory Methods*. NY. NY: Pearson Education Inc.
- Halliday, M. A. (1985). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Ikrima, M. (n.d.). The Problems of Writing Faced by Senior High School Students (A Descriptive Qualitative Study at SMA Negeri 4 Banda Aceh) . *Unpublished*. Syiah Kuala University, Banda Aceh.
- Khafidah, L. N. (2011). *Penggunaan Metode Dalam Pembelajaran Kosakata Tingkat Sekolah Dasar* . Malang: Unpublished.
- Knowles, M. S. (1970). *The Modern Practice of Adults Education: Andragogy Versus Pedagogy*. New York: Association Press.
- Knowles, M. S. (2015). *The Adult Learner: The Definitive Classic in Adult Educaton and Human Resource Development (8th ed.)*. Burlington, MA: Elsevier.
- McCauley, K. &. (2017). An Andragogical Approach to Teaching Leadership. *Journal of Management Teaching Review*, Vol 2, 312-324.
- Oshima, A. &. (2006). *Writing Academic English 4th Edition*. New York: Pearson.
- Sugiyono. (2006). *Metode Peneitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutopo, H. B. (2002). *Pengantar Pendidikan Kualitatif*. Surakarta: Universitas Sebelas Maret Press.
- Syafi'i S, M. e. (2011). *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: LBSI.
- Wang, V. C. (2015). Andragogy and Teaching English as a Foreign Language in China. *The Refence Librarian*, 295-314.
- Wheaton, D. L. (2012). Striking a Balance: Using Critical Andragogy to Improve Writing Proficiency among adult Learners: A Pilot Study. *Journal of Delta State University*, 1.