

The Use of English UKBM to Support Independent Learning in Senior High School

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Abstrak

Dalam lingkungan pendidikan, UKBM, yang didefinisikan sebagai satuan pelajaran yang disusun secara berurutan dari yang mudah ke yang sulit berdasarkan kompetensi dasar, harus digunakan oleh sekolah yang menerapkan Sistem Kredit Semester. Dengan menggunakan UKBM, salah satu manfaat bagi pelajar adalah mandiri dalam belajar dan mencapai kompetensi. Namun, dalam belajar Bahasa Inggris, sebagian besar pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing berpikir bahwa Bahasa Inggris itu sulit. Karenanya, jika mereka belajar Bahasa Inggris secara mandiri menggunakan UKBM, guru Bahasa Inggris harus merencanakan proses belajar menggunakan UKBM seinteraktif mungkin agar pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing memiliki kemauan untuk belajar dan dapat mengembangkan kemampuan belajar mandiri. Oleh karena itu, penelitian ini berusaha untuk (1) mendeskripsikan bagaimana seorang guru Bahasa Inggris menggunakan UKBM untuk menunjang kegiatan belajar mandiri, (2) mengetahui bagaimana persepsi pelajar yang mempelajari Bahasa Inggris sebagai Bahasa Asing terhadap pembelajaran mandiri menggunakan UKBM, dan (3) mendeskripsikan bagaimana pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing mengoptimalkan pembelajaran mandiri menggunakan UKBM. Penelitian ini dilakukan di salah satu SMA favorit di Sidoarjo dan menggunakan metode campuran dalam bentuk desain *embedded*. Data dikumpulkan melalui (1) observasi untuk mendeskripsikan bagaimana seorang guru Bahasa Inggris menggunakan UKBM untuk menunjang kegiatan belajar mandiri, (2) kuesioner untuk mengetahui persepsi pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing terhadap pembelajaran mandiri menggunakan UKBM, dan (3) wawancara untuk mendeskripsikan bagaimana pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing mengoptimalkan pembelajaran mandiri menggunakan UKBM. Hasil penelitian menunjukkan bahwa seorang guru Bahasa Inggris yang menjadi subjek penelitian belum menggunakan UKBM secara efektif dan optimal untuk menunjang pembelajaran mandiri karena guru Bahasa Inggris tersebut masih mengimplementasikan model pembelajaran klasikal dalam mengajar pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing. Selanjutnya, mayoritas pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing memiliki persepsi lebih positif terhadap pembelajaran mandiri secara umum daripada pembelajaran mandiri menggunakan UKBM. Namun, dari segi penggunaannya, sebagian besar pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing memiliki persepsi positif. Terakhir, pelajar yang mempelajari Bahasa Inggris sebagai Bahasa asing masih berusaha untuk mengoptimalkan pembelajaran mandiri menggunakan UKBM dengan sembilan cara yaitu mengetahui tujuan pembelajaran agar selalu semangat dalam belajar, membangun niat untuk mendapatkan pengetahuan dalam belajar Bahasa Inggris, memiliki motivasi dalam belajar, menemukan cara atau strategi terbaik dalam belajar, mengatur waktu dengan baik, memahami materi, mengeksplorasi sumber-sumber lain, membuat kelompok belajar, dan menghindari kebiasaan mengandalkan teman.

Kata kunci: Pembelajaran Mandiri, Persepsi, dan UKBM

Abstract

In the educational setting, *UKBM*, defined as a learning unit that is organized in sequence from easy to difficult based on the basic competencies, has to be used by schools that implement Semester Credit System. By using *UKBM*, one of the benefits for learners is being independent in learning and achieving the competencies. However, in learning English, most EFL learners think that English is difficult. Hence, if EFL learners learn English independently through *UKBM*, English teachers need to design the process of learning through *UKBM* as interactive as possible in order to make the EFL learners have willing to learn and foster independent learning. Thus, the present study attempted to (1) describe how an English teacher uses *UKBM* to support independent learning activity (2) find out EFL learners' perceptions toward independent learning through *UKBM*, and (3) describe how EFL learners optimize independent learning through *UKBM*. This study was conducted in one of favorite senior high schools in Sidoarjo and was employed a mixed-method study in the form of an embedded research design. The data were collected through (1) observation to describe how an English teacher uses *UKBM* to support independent learning activity (2) questionnaire to find out EFL learners' perceptions toward independent learning through *UKBM*, and (3) interview to describe how EFL learners optimize independent learning through

UKBM. The result showed that the English teacher has not effectively and optimally used the *UKBM* to support independent learning since the English teacher still implemented the classical learning model in teaching the EFL learners. Next, the majority of the EFL learners had a more positive perception toward general independent learning than independent learning through *UKBM*. However, in terms of the usage of *UKBM* for independent learning, most of the EFL learners perceived it positively. Last, the EFL learners still tried to optimize independent learning through *UKBM* by nine ways those were knowing the purposes of learning to always keep the spirit in learning, building the intention to get knowledge in learning English, having motivation in learning, finding the best ways or strategies in learning, managing time properly, comprehending the materials, exploring other sources, making a group for studying, and avoiding relying on friends.

Keywords: Independent Learning, Perception, and *UKBM*

INTRODUCTION

In the educational setting, the 2013 Curriculum has been implemented for more than five years in Indonesia. Besides, The Ministry of Education and Culture also released a new system for the 2013 Curriculum that is Semester Credit System for senior high school which is called *SKS (Sistem Kredit Semester)* in Indonesia that required teachers to design the process of learning as interactive as possible and able to organize learning experiences in order to build attitudes, knowledge, skills, and characters through face to face learning, structured learning, and independent learning (*Pedoman Penyelenggaraan Sistem Kredit Semester (SKS) di SMA*, 2017:24). According to the Regulation of the Ministry of Education and Culture Number 158 of 2014, Semester Credit System is defined as a form of education which allows learners to decide the credits and/or the learning strategies in each semester based on the talents, interests, and ability/speed of learning. In other words, this system allows learners to accomplish their study in Senior High School based on their speed of learning. In this case, it might be two years for those whose learning is fast or even three years as applicable in general for those whose learning is medium or slow so that this system is different from the acceleration program which has been eliminated. However, this system has not been implemented by all schools in Indonesia. Only some piloting schools which have been chosen by the government that implements this system.

By implementing Semester Credit System, both teachers and learners have to use *UKBM* in the teaching and learning process. *UKBM* stands for *Unit Kegiatan Belajar Mandiri* which can be translated as an Independent Learning Activity Unit. According to The Ministry of Education and Culture (*Pedoman Penyelenggaraan Sistem Kredit Semester (SKS) di SMA*, 2017:5), *UKBM* is defined as a learning unit that is organized in sequence from easy to difficult based on the basic competencies that must be achieved by learners. Rahman (2019) stated that using *UKBM* will be beneficial for teachers to know which learners who have

been able to master the materials and which learners who need more attention from the teacher in order to master the materials, and the Ministry of Education and Culture, in a book titled *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*, also mentions that there are some benefits of using *UKBM* in the teaching and learning process for learners. One of the benefits is being independent in learning and achieving the competencies. According to Meyer, Haywood, Sachdev, and Faraday in their book (*Independent Learning*, 2008:16), Bates and Wilson (2002), Gorman (1998), Kesten (1987), and Williams (2003), independent learning is defined as a process in which learners take responsibilities and actions to develop values, attitudes, knowledge, and skills in their own learning. As the impacts of being independent in learning, learners are able to improve the academic competencies as well as become more motivated and confident (Meyer, Haywood, Sachdev, and Faraday, 2008:6).

Moreover, English, as a foreign language in Indonesia, is taught by using two syllabi for senior high school. The syllabi are for Compulsory English and Elective English. In this case, learners use *UKBM* for both subjects. However, in fact, based on the researcher's experience while teaching English in Senior High School and asking the EFL learners' opinion whether they like English or not, most of them admitted that they do not like English because they think that English is difficult. In line with the use of *UKBM* as a learning instrument that is considered to be able to foster independent learning, Irwantha, Sriasih, and Nurjaya (2017) found that learners regarded positively the use of *UKBM* in the teaching and learning Indonesian lesson, and no one regarded it negatively. In contrast, Ramadhan (2018) found that the class condition was not conducive when learners worked on assignments given in the *UKBM* for Economic lessons although the implementation has fulfilled the characteristics and the principles. Besides, the learners were sometimes confused with the materials given in the *UKBM* although the components of the *UKBM* have been complete. This finding was actually in line with the researcher's preliminary study through

observation while teaching English using UKBM to EFL learners during the student teaching period (*Pengenalan Lapangan Persekolahan (PLP)*) in 2019. On this occasion, most of the learners seemed to do not like using UKBM while learning English. It can be seen from their attitudes when the researcher asked them to work on assignments in the UKBM. Only a few learners preferred to do the assignments by themselves or discussing it with their peers, and most of them preferred cheating. Relates to this condition, all learners in the classroom could finish the UKBM and passed the minimum score that is 80 because of reasons previously mentioned, however, when the learners took the formative test, not all learners could pass the test. Only those who were willing to learn and accomplish the assignments by themselves could pass the formative test. Hence, if EFL learners learn English independently through UKBM, teachers need to design the process of learning through UKBM as interactive as possible in order to make the learners have willing to learn and foster independent learning. Therefore, it is important to know how English teachers use the UKBM to support independent learning activity and also the EFL learners' perceptions toward independent learning through UKBM as well as the ways to optimize it since independent learning can also be developed based on how the learners perceive the concepts to be realized by themselves (Yigit & Yildirim, 2018). This research became essential to be conducted because there were only a few studies that discuss it since the system has not been implemented by all schools in Indonesia. Hence, the researcher conducted an investigation through the following research questions:

1. How does an English teacher use UKBM to support independent learning activity?
2. What are EFL learners' perceptions toward independent learning through UKBM?
3. How do EFL learners optimize independent learning through UKBM?

METHODOLOGY

In this research, a mixed-method study was employed in order to accomplish the objectives of the research. Hence, the researcher used an embedded research design to collect the data. According to Creswell (2012), an embedded design belonged to a mixed-method study that collected quantitative and qualitative data simultaneously or sequentially. In this case, one form of data plays a role to support another form of data. In other words, the secondary data support the primary data. However, both quantitative and qualitative data are equally important. In this case, the first qualitative data was how UKBM was used to support independent learning. It was collected simultaneously with the quantitative data that was EFL

learners' perceptions toward independent learning through UKBM. Then followed by the second qualitative data that was how EFL learners optimize independent learning through UKBM to elaborate the data. This type of research design was selected because it was considered as the best type of research design that supported the researcher to arrive in the results.

The researcher conducted the research in a classroom of a favorite senior high school in Sidoarjo which has implemented Semester Credit System (SKS). Since the Semester Credit System allows learners to graduate in two years according to the Regulation of the Ministry of Education and Culture Number 158 of 2014, in this case, the researcher did the investigation for an English teacher as well as learners in grade X because they are the ones who had opportunities to graduate in two years. Hence, it was conducted in X MIPA 7 and X MIPA 8 which was chosen based on the availability of learners who had a chance to accomplish their study in two years. Moreover, the total participants in this study were one teacher and 73 learners, 36 of them have a chance to graduate in two years.

In this study, there were three instruments that the researcher used to collect the data. First, the researcher used a field note for the first research question since the researcher conducted observation in order to know how an English teacher used UKBM to support independent learning activity. Hence, the researcher took notes for all activities done inside the classroom. In this case, all activities done inside the classroom were video-recorded in order not to miss any information.

Moreover, the researcher also used a closed-ended questionnaire for the second research question related to EFL learners' perception toward independent learning through UKBM. The items of the questionnaire consisted of statements related to four dimensions of learner autonomy by Benson (2012) and Oxford (2003). The four dimensions were in terms of Technical, Psychological, Political, and Social Dimension. Besides, there were two additional statements that related to EFL learners' perception toward the usage of English UKBM for independent learning. The questionnaire consisted of two parts with four points Likert-scale those were *Strongly Disagree (SD)*, *Disagree (D)*, *Agree (A)*, and *Strongly Agree (SA)* since the researcher avoided neutral answers from the participants for each item. The first part was an independent learning questionnaire that consisted of 10 statements, and the second part was the use of UKBM for independent learning questionnaire that consisted of 20 statements. In this case, the questionnaire was adapted from Macaskill & Taylor (2010) and Hamsah (2019). Hence, the questionnaire was a combination of general independent learning and independent learning through

UKBM questionnaires which was adapted and adjusted to the condition of the implementation of *UKBM* in Indonesia.

Then, for the third research question, the researcher used an interview guideline because the researcher conducted semi-structured interviews to know how EFL learners optimize independent learning through *UKBM*. In this case, there were three main questions as the guideline for the interview.

Next, to analyze the quantitative data, the researcher used SPSS 26 for getting the Descriptive Statistics. Then, for the qualitative data, it was analyzed qualitatively based on the steps of analyzing qualitative data proposed by Ary et al (2010). In this case, there were three steps of analyzing. First, familiarizing and organizing. In this step, the researcher managed the data by reading the field notes of the observation and watched the video several times. Besides, the researcher also made audio-transcriptions and listened to the results of the interview repeatedly to be more familiar with the data so that it was easily retrieved. Second, coding and reducing. In this step, the researcher re-read all the data in order to classify it into specific parts by giving labels. In this case, the researcher labeled the teaching and learning process done inside the classroom as well as labeled the learners' utterances from the interview sessions. Besides, the researcher also reduced unimportant data that did not relate to the research. Third, interpreting and representing. In this step, the researcher presented the results of how the English teacher used the *UKBM* to support independent learning activity in the form of description and narration. Then, the result of EFL learners' perceptions toward independent learning through *UKBM* was presented in the form of descriptive statistics and description. Last, the results of how learners optimize independent learning through *UKBM* were presented in the form of excerpts and descriptions.

RESULTS AND DISCUSSION

In this section, the researcher revealed the results and discussions of the research. All the data gotten from the observation, questionnaire, and interview were presented and discussed as follows.

How the English Teacher Uses *UKBM* to Support Independent Learning Activity

During the observation which was conducted in the X MIPA 8 class, there were three kinds of activities that the teacher did to teach EFL learners by using *UKBM*. The three activities were pre-activities, whilst-activities, and post activities.

In the pre-activities, the teacher stimulated the learners about what was being taught that was Narrative

Text through some questions in order to guess what they were going to learn and make the learners actively involved in the teaching and learning process. Besides, the teacher also explained the materials through questioning the learners and giving points if the learners could answer the questions so that the learners actively answered the teacher's questions based on their prior knowledge (what they knew), and they got the information as well as the explanation of the materials from each other which were added by the teacher if there were any miss or incorrect information or explanation given by the learners.

Then, after explaining the materials, the teacher continued to the whilst-activities. In this case, the learners were asked to do assignments given in the *UKBM* in a piece of paper as well as submit it after the class finished, however, if the learners could not finish the *UKBM*, they could continue it at home and submit it in the next meeting.

While the learners did the *UKBM*, the teacher walked around the class in order to check whether the learners had questions or not.

Last, in the post-activities, the learners were asked to submit the *UKBM*, and the teachers finished the class.

Moreover, in X MIPA 7, in the first meeting as well as in the pre-activities, the teacher did the same way as what the teacher did in X MIPA 8. In this case, EFL learners in X MIPA 7 were given stimulus by the teacher through questioning and answering to explain the material as well as give points for learners who can answer correctly so that the learners could actively involve in the teaching and learning process.

Then, after explaining the materials, the teacher started the whilst-activities by asking the learners to work on an assignment that was given by the teacher, and it was not stated in the *UKBM*.

The learners spent the rest of the time doing the assignment, and the teacher also walked around the class to check the learners' process of working on the assignment. When the time was up, the teacher asked the learners to submit their work and ended the lesson.

In the pre-activities of the second meeting, the teacher reviewed the materials that had been learned in the previous meeting. After that, the learners were asked to work on the *UKBM*, but it was only in particular parts, not all assignments given in the *UKBM*.

While doing the *UKBM*, there were some learners that were confused and did not get the point of a particular item so that one of them asked it to the teacher for getting the explanation so that the teacher explained it to all learners in the classroom.

Next, in the post activities, as usual, the teacher asked the learners to submit the *UKBM* and directly ended the class.

Based on the explanation above, this research revealed that the English teacher used the *UKBM* by implementing the classical learning model both in X MIPA 8 and X MIPA 7. According to Sagala (2006:185), classical learning is the activity of lesson delivery to a number of learners which is done by teachers through lecturing in front of the class. In this case, the English teacher being observed stimulated the EFL learners about the materials before explaining the lesson, explained the lesson, asked the learners to work on assignments given in the *UKBM* and/or what had been prepared individually after explaining the lesson, and asked the learners to submit their work to finish the class. It meant that the teacher had already implemented the three stages of activities in the teaching and learning process; pre-activities, whilst-activities, and post-activities. However, the activities that had been done by the teacher were not in line with the activities that had been planned in the *UKBM* since the EFL learners were only asked to work on the *UKBM* when the teacher had explained the materials while the activities that the learners needed to do had been designed and all stated in the *UKBM* from the pre-activities until the post-activities so that independent learning through *UKBM* seemed to be simply defined as working and accomplishing the *UKBM* individually (on their own) as happened in one of school in China that Gieve and Clark (2005) found misunderstandings on the concept of independent learning which translated as 'learning on your own and not distracting or talking to others around you'. Meanwhile, according to Meyer, Haywood, Sachdev, and Faraday in their book (Independent Learning, 2008:16), Bates and Wilson (2002), Gorman (1998), Kesten (1987), and Williams (2003), independent learning is defined as a process in which learners take responsibilities and actions to develop values, attitudes, knowledge, and skills in their own learning. It meant that independent learning can also be developed through peer and group work as explained by Dickinson (1993) that independent learning can also be fostered by sharing with other learners about what is known about language learning so that the learners might have better understanding and awareness related to what is expected from the language learning and how to solve problems that hinder the learning process. Besides, Cakici (2015) also explained that implementing cooperative learning was also one of the ways to foster independent learning.

Therefore, this study found that the *UKBM* has not been optimally and effectively used by the English teacher to support independent learning activity since the

teacher still implemented the classical learning model to teach EFL learners in a school that implements Semester Credit System in which the school also has not obeyed the rules in arranging classes for Semester Credit System. In this case, EFL learners who had a chance to accomplish their study in two years were separated from those who will be accomplishing their study in three years as applicable in general so that there were no different materials learned by the EFL learners in a classroom that made the English teacher taught the EFL learners in a conventional way. Meanwhile, the Ministry of Education and Culture in the guidance of *UKBM* stated that by implementing the Semester Credit System, there will be 36 learners in one class that consist of fast learners, medium learners, and slow learners. However, they are not separated into fast learner class, medium learner class, and slow learner class. They still gather in one class although the three kinds of learners will appear while and after accomplishing the *UKBM*.

EFL Learners' Perception toward Independent Learning through *UKBM*

The result of the EFL learners' perceptions toward independent learning through *UKBM* was elaborated below.

Table 1. EFL Learners' Perception in General
Independent Learning

Practical Dimension			
No	Statement	M	SD
3	I learn English outside the school to be independent.	2.74	.800
6	I use both electronic and non-electronic media to learn English.	3.60	.546
7	I learn English materials in addition to the material provided independently.	2.92	.795
Overall Mean		3.09	
Psychological Dimension			
2	I have the ability to learn English independently.	16.4	2.92
8	I know my strengths and weaknesses in learning English.	24.7	3.12
9	I can evaluate the result of my learning.	6.8	2.53
Overall Mean		2.86	
Social Dimension			
4	I do not need my friends' help to learn English Independently.	1.78	.750
5	I need teachers' guidance to learn English independently.	3.36	.770
10	I need teachers' help to evaluate English learning outcomes.	3.27	.692
Overall Mean		2.80	
Political Dimension			
1	I understand the reason and the purpose of learning English.	3.47	.502
Overall Mean		3.47	

Table 2. EFL Learners' Perception toward Independent Learning through UKBM

Practical Dimension			
No	Statement	M	SD
7	I learn the English UKBM before the class begins so that I can ask the things that I do not understand.	2.55	.668
8	I only learn English by using UKBM when the teacher asks to do so.	2.63	.825
9	I learn the English materials based on what are provided in the UKBM.	2.96	.676
10	I use both electronic and non-electronic media to explore my knowledge and understanding of the English materials provided in the UKBM.	3.53	.579
15	I always do the English UKBM by myself although the tasks are difficult.	2.29	.656
Overall Mean		2.79	
Psychological Dimension			
3	I enjoy the experience of learning English independently by using UKBM.	2.58	.705
13	I like doing English UKBM by myself.	2.60	.721
14	I believe that I can finish the English UKBM although the tasks are difficult.	2.41	.723
Overall Mean		2.53	
Social Dimension			
1	English UKBM gives me a chance to learn the lesson independently.	2.86	.732
6	I can learn English UKBM without teachers' help.	2.12	.832
11	I need teachers' explanations to understand the English materials provided in the UKBM.	3.37	.635
12	I do not need teachers' help in the process of learning English by using UKBM to be an independent learner.	1.66	.583
16	Discussing with friends is very needed to accomplish English UKBM.	3.60	.618
Overall Mean		2.72	
Political Dimension			
2	I am responsible for my own experience in learning English independently by using UKBM.	2.92	.595
4	I am responsible for the increase in my English learning through UKBM.	2.99	.612
5	I always pay attention to the learning goals stated in the English UKBM.	2.86	.509
Overall Mean		2.92	
The Use of UKBM for Independent Learning			
20	UKBM is a good guide to learn English independently.	2.62	.810
Overall Mean		2.62	

Based on the data shown in the tables above, the result of this study also revealed that the majority of EFL learners regarded general independent learning among the four dimensions more positive rather than independent learning through UKBM since the learners had a fairly different perception in terms of Technical and Psychological Dimension of independent learning. In this case, in terms of Technical Dimension in general

independent learning, most of the EFL learners learned English outside the school and learned materials in addition to the materials provided by using both electronic and non-electronic media. However, while the concept of independent learning was implemented through UKBM, the EFL learners still used both electronic and non-electronic media to explore their knowledge and understanding of the English materials provided in the UKBM, but not most of them learned the English UKBM before the class began so that they only learned the English UKBM when the teacher asked to do so. Meanwhile, according to Hedge (2000:76), independent learners should learn inside and outside the classroom and productively work with the teacher in order to achieve the learning goals. Besides, the EFL learners also did not always do the English UKBM by themselves if the tasks were difficult.

Next, in terms of Psychological Dimension in general independent learning, most of the learners believed that they could learn English independently, and they also knew their strengths as well as weaknesses in learning English although some of them were unable to evaluate the result of their learning by themselves. Then, while the concept of independent learning was implemented through UKBM, the learners perceived the Psychological Dimension differently. On this occasion, some of the EFL learners enjoyed the experience of learning English independently through UKBM, and some others did not. Also, some of them liked doing the English UKBM by themselves, and almost half of them did not so that some of them also did not believe that they could accomplish the English UKBM if the tasks were difficult. Meanwhile, according to Dickinson (1993, p.330-331), independent learners know what they learn and what is being taught, able to make their own goals of learning, able to choose and use suitable strategies for learning, able to control the use of the strategies, and able to assess their own learning.

However, in terms of the Social Dimension in general independent learning as well as independent learning through UKBM, the majority of the EFL learners had the same perception that they still needed friends and teachers to support independent learning. This finding was also found by Dickinson (1993) that sharing with other learners about the language can foster independent learning. Besides, Khalil & Ali (2018) also explained that independent learning is not learning without a teacher.

Furthermore, in terms of Political Dimension in general independent learning as well as independent learning through UKBM, the EFL learners also had the same perception that they were aware of their purpose of learning English as well as their responsibility in learning. This also had been found by Hamsah (2019)

that learners needed to be responsible and have motivation in order to make independent learning through UKBM effective.

Then, although the EFL learners regarded general independent learning more positive rather than independent learning through UKBM because of reasons mentioned above, in terms of the usage, most of the EFL learners agreed that UKBM gives them a chance to learn the lesson independently, and it was also a good guide to learn English independently. This finding was actually in line with a finding found by Irwantha, Sriasih, and Nurjaya (2017) who conducted the study for the Indonesian lesson. In this case, they found that the learners regarded the use of UKBM positively, and no one regarded it negatively.

How EFL Learners Optimize Independent Learning through UKBM

The result of how EFL learners optimize independent learning through UKBM was presented below.

1) Know the Purpose of Learning English

According to the EFL learners, to optimize the use of UKBM for independent learning, each learner should have purposes in learning English so that they will not mind when they have to work on the UKBM since they already have their own goals to be achieved. If the learners do not have any purpose in learning English, they will be lazy to work on the UKBM.

“...siswa itu harus tau tujuannya mereka belajar Bahasa Inggris itu sendiri bu. Karena kalau di UKBM itu kan biasanya anak-anak itu cuma ngandalkan temannya. Jadi kalau temannya pintar Bahasa Inggris, itu mereka akan cenderung memilih nyontek ke yang pintar Bahasa Inggris. Kalau kayak gitu kan percuma, UKBMnya selesai tapi gak paham materinya. Kalau tau tujuannya belajar kan pasti akan berusaha untuk meraih apa yang sudah menjadi tujuannya. Jadi gak bakalan bermalas-malasan kalau diminta ngerjakan UKBM.”

—Learner B11—

“Harus tau tujuannya belajar bu. Karena kalau gak tau tujuannya ya pasti bakal sia-sia aja.”

—Learner B30—

2) Build the Intention to Learn English

Besides knowing the purposes of learning English, learners also need to build the intention in working on the UKBM not only for getting a good score or being allowed to take the formative test but also for getting the knowledge so that it will be

beneficial for the learners and make them easy to achieve their goals in learning English.

“...yang paling penting tuh niat bu. Kita harus punya niat belajar Bahasa Inggris.”

—Learner A3—

“Harus ada niat bu. Kalau gak ada niat ya pasti gak akan mengerjakan. Tapi niatnya bukan hanya pokok ngerjakan, dapat nilai, dan bisa ikut formative. Niatnya harus benar-benar untuk memahami dan dapat ilmunya. Biar gak useless capek-capek ngerjakan.”

—Learner B36—

3) Have Motivation in Learning

According to the learners, they need to always have motivation in learning English through UKBM so that they will always keep the spirit to work on it. If the learners do not have any motivation in learning English through UKBM, it will make the learners lazy to work on it and prefer cheating rather than doing it by themselves.

“...kalau mau ngerjain UKBM tuh yang pertama harus memotivasi diri saya sendiri. Harus kayak yakinin ke diri saya kalau saya mau tugas saya selesai, maka kerjakan tugas itu sampai selesai. Baru kamu boleh melakukan yang lain...”

—Learner A8—

“Memotivasi Diri. Jadi kayak harus ada dorongan misalnya kayak aku harus belajar ini biar jadi gini. ...”

—Learner B9—

4) Find the best ways or strategies

In working on the UKBM, learners have to find and know the best ways or strategies of learning so that they will feel comfortable while working on the UKBM and are able to understand as well as accomplish the UKBM as soon as possible.

“Harus ada kemauan untuk mengerjakan bu, entah sambil diselingi musik atau yang lainnya. Pokoknya yang bisa bikin kita mood untuk mengerjakan.”

—Learner A4—

“Ngerjain UKBM sambil dengerin musik biar gak bosan ngerjainnya dan bisa segera selesai.”

—Learner B31—

5) Manage Time Properly

According to EFL learners, to be successful in learning through UKBM, learners need to have good time management since the learners have many

things to do. If the learners cannot properly manage their time, it will make the learners rely on friends because they do not have much time to understand and accomplish the *UKBM* by themselves.

“Kalau menurut saya, siswanya harus bisa mengatur waktu, terutama buat siswa yang organisasinya banyak.”

—Learner A9—

“Jangan menunda-nunda untuk mengerjakan. Jadi kalau udah dikasih, itu langsung dikerjakan. Biar tidak menumpuk yang akhirnya malah gak sempat ngerjakan karena banyak tugas lainnya. Dan ujung-ujungnya malah nyontek. Jadi, harus bisa memanfaatkan waktu sebaik mungkin.”

—Learner A28—

6) Comprehend the Materials

In learning English through *UKBM*, what the learners need to do is not only working on the assignments but also comprehending the materials because it will be meaningless if the learners are only able to submit the *UKBM* on time, but they do not understand the materials at all.

“... gak usah terburu-buru, gak usah merasa saing-saingan. Yang penting dipahami dulu...”

—Learner A13—

“UKBMnya dipahami, bukan hanya dikerjakan. Kalau semisal ada yang gak ngerti, bisa tanya teman atau guru. Karena kan percuma kalau misalnya cuma asal ngerjakan, ngumpulkan, tapi kenyataannya gak paham.”

—Learner B16—

7) Exploring Other Sources

Independent learning through *UKBM* will not work well if the learners do not want to explore the materials further, so it is good for learners to explore other sources so that they can get more knowledge and understand more about the materials.

“... harus rajin-rajin cari informasi dulu. Buat memahami materinya dulu. Kalau paham kan biasanya kita lebih semangat untuk ngerjain. Gitu.”

—Learner A15—

“...lebih baik saya banyak mencari literature atau wawasan lain atau latihan soal lain sehingga saya bisa menjawabnya.”

—Learner A26—

8) Making A Group for Studying

If learners get difficulties in learning English through *UKBM* individually, it is better for the learners to learn it together with their friends by

making a group for studying so that they can understand the materials and are able to accomplish the *UKBM*.

“...kita itu berinisiatif buat bentuk kelompok belajar. Habis itu kan kita bisa tau ya. Kita emang gak ngandalin teman tapi kita tau kalau dia itu emang mantep di Bahasa Inggris. Jadi kayak kita tanya-tanya, trus dia itu yang emang bisa, ngejelasin.”

—Learner A16—

9) Avoid Relying on Friend

UKBM is intended to make learners able to be independent in learning so that it is not wise if the learners rely on friends to accomplish the *UKBM*. Hence, to optimize the use of *UKBM* for independent learning, learners have to aware that they should not rely on their friends who are good at the lesson and try to avoid it.

“Gak jagain teman sih...”

—Learner A1—

“Coba untuk ngerjain sendiri dulu. Kalau gak paham baru tanya teman. Tapi bukan nyontek.”

—Learner B3—

Based on the data presented above, this study showed that the EFL learners tried to optimize independent learning through *UKBM* by nine ways those were first know the purposes of learning to always keep the spirit in learning the English lesson through *UKBM* independently. Second, build the intention to get knowledge in learning English so that not only to accomplish the *UKBM*. Third, have motivation in learning English so that they can keep the spirit in working on the *UKBM* by themselves. Fourth, find the best ways or strategies in learning. This idea was also suggested by Dickinson (1993, p.330) and Nunan (2003). Fifth, manage time properly as explain by Hedge (2000:76) to be able to understand the materials as well as accomplish the *UKBM* by themselves. Sixth, comprehend the materials since they have responsibilities not only to accomplish the *UKBM* but also to understand the materials. Seventh, explore other sources to enlarge their knowledge. Eighth, make a group for studying if they found any difficulties, and ninth, avoid relying on friends since *UKBM* is intended for independent learning.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results and discussion above, the researcher found three findings. First, relates to how the English teacher uses *UKBM* to support independent learning activity, the researcher found that the English

teacher has not effectively and optimally used the *UKBM* to support independent learning since the English teacher still implemented the classical learning model in teaching the EFL learners.

Furthermore, for the second finding, relates to EFL learners' perceptions toward independent learning through *UKBM*, the researcher found that the majority of the EFL learners had a more positive perception toward general independent learning than independent learning through *UKBM*. However, in terms of the usage of *UKBM* for independent learning, most of the EFL learners perceive it positively.

Last, for the third finding that relates to how the EFL learners optimize independent learning, the researcher found that the EFL learners still tried to optimize independent learning through *UKBM* by nine ways those are knowing the purposes of learning to always keep the spirit in learning, building the intention to get knowledge in learning English, having motivation in learning, finding the best ways or strategies in learning, managing time properly, comprehending the materials, exploring other sources, making a group for studying, and avoiding relying on friends.

Suggestion

Based on the key findings, the researcher provides some suggestions for the government, the school, the English teachers, and future researchers who will conduct research with the same topic.

First, for the government, it would be better if the government gives provisioning for teachers to handle a class with heterogeneous learners especially when they learn different materials since it is quite difficult to manage the class and the time for learning so that each school that implements Semester Credit System can also obey the rules. Then, for the school, it would be better if the school follows the government's regulation in managing the class for *Semester Credit System* that is gathering fast, medium, and slow learners in one class so that they are not separated into different classes.

Next, for English teachers, it would be better if they really encourage learners to be independent learners by using *UKBM* to learn English so that the teaching and learning process will run effectively and in line with what has been planned.

Last, for future researchers who will conduct research with the same topic, it is suggested to conduct research with a larger number of participants from different programs since the researcher only conducted this study in a science program with one English teacher and 73 EFL learners. It will also beneficial to know whether the learners' perception remains the same or different.

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