LEARNER AUTONOMY-BASED WRITING INSTRUCTION MODEL FRAMEWORK FOR HIGHER EDUCATION STUDENTS

Uli Agustina Gultom
Universitas Borneo Tarakan, Indonesia
correspondence: ulie.august@gmail.com

Abstract

Writing is an essential skill for students' academic achievement, although it is defined as a complex activity that remains a major challenge for many students at the university level. This study aims to: 1) analyze the needs of undergraduate students majoring in English in learning writing skills; 2) identify the lack of existing writing instruction models used by lecturers; and 3) describe a framework for developing a learner autonomy-based writing instruction model. This study applied design-based research and the subjects were students majoring in English and lecturers for writing courses from three universities. Research data were obtained using questionnaires, an interview guide, and observation sheets. Data analysis was carried out qualitatively and quantitatively. There are several findings in this study. First, in general, the needs of students majoring in English to learn writing skills are to support their current learning process and their future work. Second, it is found that the existing teaching plan still needs some improvement in terms of the use of teaching strategies, writing activities, learning materials, and assessment. Third, in the context of autonomous writing learning and the genre-process approach to teaching writing, the learning model developed is the Learner Autonomy-based Writing Instruction Model, based on these two main theories. It consists of four learning stages, namely brainstorming ideas, exploring details, sharing ideas, and trying your writing, with the integration of some ICT tools to support the learning process.

Keywords: LAWI model, learner autonomy, process genre approach, writing skills

Introduction

In higher education, writing is essential to the academic success of students (De Silva, 2015; Kerschbaum, 2016). Writing is identified as one of the most important requirements a student must satisfy to be able to achieve excellent grades and a good degree at the end of it all. It is also crucial for building thinking skills, developing social skills, and fostering students' awareness of their place in society. In writing activities, students have a chance to communicate and organize their ideas, supported by the information that they have obtained. Arapoff (1967) believes that writing contributes to the thinking process in that the writers have to express thoughts clearly and creatively to make their readers understand the

meaning. Writers must be able to relate to their readers and express their ideas in a way that is relevant to their audience.

Students need to have good writing skills, particularly in the development of learning, where there has been a shift from teacher-centered to learner-centered which goes along with the trend in 21st-century learning (Fatimah & Madya, 2020). In today's era, the characteristics of learning are critical thinking, creativity, communication, and collaboration. Those learning skills can be developed through writing activities when the students explore their ideas and practice writing in many kinds of genres with the aid of information and communication technology (ICT). The practice of writing in today's digital world requires not only physical instruction but also the use of ICT as a tool for collecting data and distributing varied information that people around the world can utilize. Published articles must be held to account for their substance and uniqueness. This demonstrates the interdependence of writing skills, ICT abilities, and responsibility, all of which are 21st-century skills. Writing is also a process of thinking creatively and critically since it necessitates the study of various terms and the development of new ideas. As a result, the action of writing is inextricably linked to the activity of exercising numerous 21st-century abilities.

To master their writing skills, a writer must be able to commit words or ideas. Furthermore, as mental work, the activities of writing focus more on finding ideas and thinking about how to express and organize them into clear statements and paragraphs that enable a reader to understand the ideas of the written work. Cheung (2016) mentions that competence in writing is about composing an effective piece of written work to fulfill a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical moves to fulfill the requirements of a specialized context (e.g., classroom practice, a take-home assignment, or an in-class examination). It is consistent with the demand for writing for higher education students, who are expected to not only describe something but also express their opinions appropriately in a specific discourse. Moreover, at present, writing as a social practice implies a meaning-making activity rooted in the cultural and social context in which it occurs (Benzie & Harper, 2019). To make students proficient in writing and responsible for their learning, teachers as facilitators of the learning process are expected to foster learner autonomy in language learning.

Although the writing skill has a significant role and is one of the proofs of language proficiency, writing is described as a complex activity, and it still becomes a major challenge faced by many students, especially at tertiary levels (Benzie & Harper, 2019; De Silva, 2015; Cheung, 2016). According to Aunurrahman et al. (2017), first-year tertiary EFL students had little control over the schematic structure and linguistic features of argumentative writing. It also reflects the limitations of information-organizing skills that reflect students' critical thinking capacity. Achieving good writing skills is a challenging task for both native and non-native speakers of English. Students need practice, starting with the basic competence of writing. As children learn the steps of writing and as they build new skills upon old ones, writing evolves from simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help students demonstrate more advanced writing skills each year.

For teaching writing, it is important to include autonomous learning in the lesson plan as a part of the learning outcome to train student autonomy both inside and outside the classroom and improve their writing ability. Benson (2013) believes that learner autonomy is achieved through learner training and strategy training, which have been described as methods of developing the skills that learners need for autonomy. Bagheri and Aeen (2011) reported that practicing autonomy had a significant impact on the writing achievement of the EFL subjects at the intermediate level of language proficiency. Another research finding has indicated that the implementation of autonomous learning has successfully improved students' writing skills in organizing ideas (Marzuki et al., 2015). In addition, Ghofur et al. (2019) found that guided autonomous learning designs that integrate eight types of 21st-century skills are very effective in improving students' writing in French, which is part of language learning.

Learner autonomy is needed for teaching writing because some Indonesian students are extremely unconfident and unenthusiastic writers (Aunurrahman et al., 2017; Ariyanti & Fitriana, 2017). This is due to particular reasons, such as the fact that they have never written much in their first language, they do not have anything to say, and they cannot come up with ideas. This problem can also arise because students only depend on their teacher's instructions when they start to write, and they do not have the freedom to choose some topics to write about. It will be difficult for them to become accustomed to studying and writing independently. In certain situations, students just write paragraphs or essays based on the topics given by the teacher, and they have limited opportunities to explore their ideas. Another issue is that some students engage in passive activities during the learning process of writing instruction without knowing the purpose of their writing content. In contrast, writing autonomy fosters students' independence in writing and helps them know what and how they should do to monitor their learning process and progress consciously (Masita, 2016).

Based on the preliminary study done by the researcher, there are some issues related to the lack of students' ability to write, their autonomy in learning, and the teaching model used by the lecturers. Firstly, learning the process of writing is not an easy task for students, particularly in the EFL context. It necessitates knowledge of writing genres and their unique linguistic characteristics, as well as additional practice. Some students still find it hard to generate ideas to start their writing. Other students often fail to choose the appropriate vocabulary and grammar for their writing. In addition, it is also confusing for students to organize their ideas and details for their writing. This situation shows that they had insufficient knowledge to improve their writing and could not manage their learning, particularly in writing. This issue can also serve as a reflection for lecturers, who must redesign the model of writing instruction to improve students' writing abilities by incorporating autonomous learning.

Secondly, the problem of students' autonomy and motivation to study independently still occurs. Some students need more explanation than others every time they have to write a text. This could be because they are accustomed to following the lecturers' instructions and because they rarely explore other learning-related resources on the internet. In certain situations, lecturers have decided on topics that students should write about. Some students find it difficult to choose the materials to study outside the classroom, and it results in their dependency on

teachers' explanations. According to the lecturer's statement, recently, the student's motivation and writing skills have gotten lower during the COVID-19 pandemic situation, where they have to study in fully online learning. Most of students find it difficult to study independently because they are not accustomed to online learning and there is limited interaction with the lecturers. Most of the activities and tasks of writing were planned to be done in the classroom, and it caused students to become overly dependent on their lecturers. Being a proficient writer is difficult, especially when writing in a foreign or second language at a higher education level. Both teachers and students need more exploration and practice in writing, which should be done inside and outside the classroom. If students have autonomy in learning, they can be more responsible for their learning process, which makes language learning more effective and efficient.

The researcher also interviewed three lecturers about teaching strategies that are commonly used to teach writing. The result shows that those lecturers used different strategies and activities in the learning process based on their own beliefs. They taught writing by providing some topics based on types of writing (narrative, descriptive, procedural, etc.) and compiling some related resources to be used in the classroom. A specific instruction model for teaching writing is not available as a guide for both lecturers and students. This situation makes their teaching practices not effective enough to improve students' writing skills and autonomy in learning. Also, during online learning, the lecturers prefer to use Zoom meetings to explain the materials and determine the topics that should be written by the students. The readiness to use ICT tools to support writing courses is also still limited. The previous teaching strategies used by lecturers have some weaknesses in terms of variation because they were planned for synchronous learning and some activities take more time to complete in the class. In short, there was still a lack of activities to support autonomous learning. The existing instruction model used by the lecturers has to be improved, so it is not just mainly concerned with knowledge about the structure of language and writing development as the result of the imitation of input in which the lecturers provide the topics.

To encourage students to improve their language skills, particularly their writing ability, classroom instruction should include learner autonomy-based instruction that is used in both independent and classroom learning. The lecturers also need to use various learning activities and tasks to make the learning process more interesting and to build students' motivation for this situation, which will direct them toward autonomous learning. In teaching writing, teachers need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence. It is useful for writing teachers to learn the various approaches and models for teaching writing.

Due to the gaps between the students' needs in writing, their autonomy in learning, and the lecturers' writing instruction, it is expected that teaching writing in the English department will be more effective if the lecturers implement a model that encourages students to be able to manage their learning and improve their writing skills independently. This study contributed not only to the adaptation of autonomous language learning in designing an alternative instruction model for teaching writing but also fostered a sense of students' responsibility to improve their learning and their writing. The developed instruction model can be adapted

both for face-to-face and online or hybrid learning experiences based on the situation and conditions in the field.

Process-genre approach

The process-genre approach (PGA) is a teaching method that combines the teaching steps of the process- and genre-based approaches (Badger & White, 2000; Yan, 2005). It incorporates four teaching steps, with process-based writing occurring in the latter two steps. Building knowledge of the field (BKOF) is a crucial stage in PGA, as it helps students anticipate the structural features of the genre from various relevant texts. This stage also introduces students to language skills relevant to the topic, such as listening tests, reading comprehension, and oral expressions. Students are introduced to the creation of writing plans through mind-mapping or outlines from sample texts. Modeling is another stage in PGA, providing students with in-depth information about the text type they are learning through the stages of the genre and its key grammatical and rhetorical features. Teachers need to be careful in conducting this stage, as comprehensive scaffolding and reinforcement towards the genre must be accomplished. Joint construction of text (JCoT) is another stage in PGA, where students create their first writing model together. The goal is to produce a final draft that provides a model for students to refer to when working on their compositions. Peer feedback and teacher feedback are required in this stage to bridge the revision stage. Independent construction of text (ICoT) involves students writing individually through guidance provided by teachers. Teachers can decide the topic, or students can choose something freely relevant to the genre. Similar to the genre-based approach, teachers' control decreases as students apply what they have learned. In conclusion, according to the process genre approach, writing is a sequence of phases that lead from a specific situation to a text, with teachers helping students improve through the appropriate input of knowledge as well as skills. Teachers need to choose approaches suited to time, students' needs, and experience to foster a better writing activity in the classroom. The aspect of autonomy as part of the process genre approach needs to be stated explicitly in every learning activity so that it can help students improve their writing skills as well as their autonomy in learning.

Learner autonomy

The notion of autonomy begins with the Council of Europe's Modern Languages Project, which led to the publication of Holec's (1981) seminal report, in which autonomy was defined as "the ability to take charge of one's learning." Although Holec and Benson (2001) treated autonomy as an attribute of the learner, the term was also used to describe learning situations. In his book on self-instruction, Dickinson (1987) describes autonomy as "the situation in which the learner is responsible for all of the decisions concerned with his learning and the implementation of those decisions," as cited by Benson (2013). It means students are independent of other engagements such as teachers, institutions, and other prepared materials. In addition, Allwright (1990) explained that the term "autonomy" refers to a state of maximal self-development in which the individual has developed his or her inner resources to the full and is therefore as self-sufficient as it is personally appropriate to be. It confirmed the characteristics of an autonomous learner as being the one who can identify his or her needs, be able to

get access to and make use of external resources, and be able to do all those things independently without limiting others' autonomy.

Although learner autonomy is considered a problematic term because it is widely confused with "self-instruction," there is a consensus that the practice of "learner autonomy" requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and interactions with others (Little, 2003 and Benson 2006). The establishment of a context in which an individual lives broadens the concept of autonomy. Context has evolved into an important factor in language autonomy. Furthermore, Benson and Huang (2008) classified the capacity of learners to take control of their learning into three components. They are the desire to actively control their learning, the ability to plan, act, and evaluate their learning, and the freedom to choose their learning. It does not mean having such an ability makes learners able to study without any help from others. Other scholars point out what learner autonomy is not. First, autonomy is not independence; that is, learners have to learn to work cooperatively with their teachers, peers, and the educational system. Second, autonomy is not context-free; that is, the extent to which it can be practiced depends on factors such as learners' personalities and motivations, their language learning needs and wants, and the educational environment within which learning takes place. Lastly, autonomy is not a steady state achieved by learners; that is, autonomous learners are likely to be autonomous in one situation but not necessarily in another, and they may very well choose to abdicate their autonomy and look for teacher direction at certain stages in their learning. To sum up, autonomy is the capacity of learners to make decisions about their learning that are influenced by psychological, technical, and social aspects. Autonomy can be seen as part of an individual process where a teacher is a mere observer or only a classroom guide, but it affects much more. It involves raising students' awareness of their responsibility as language learners as well as knowing themselves and understanding their goals and their work inside and outside the classroom.

Method

This study employed design-based research (DBR) to develop the instruction model. According to Huang et al. (2019), design-based research is a systemic approach to the planning and implementing of innovations that emphasizes an iterative approach to design with ongoing involvement and collaboration with practitioners. Meanwhile, Van den Akker argues in Christensen and West (2018) that the use of DBR terminology varies by educational discipline, citing curriculum, learning and instruction, media and technology, and teacher education as examples. This study used the term "developmental research." The focus was to improve the instructional design, development, and evaluation processes. This study was carried out at three universities with the participation of English department students and lecturers. The researcher started by observing the teaching-learning process in the classroom and discussing how the lecturers organize the class, particularly for the writing course. Questionnaires and interview guides were used to obtain the data in the analysis phase. Questionnaires were given to the students to obtain information about the student's needs in studying writing, their opinions about the process of teaching and learning, and the activities used by lecturers in the classroom. An interview was also needed to get information about classroom management, the

interaction between the lecturers and students, and the activities used by the lecturer and students in the process of teaching and learning. The next phase is designing the new instructional model based on the information obtained from the analysis phase. The instruction model integrated both a process-genre approach and learner autonomy strategies to teach writing. Further, in this step, the researcher wrote the outline of the course grid, including the objectives, learning outcomes, and strategy used in the model. Besides, to complete the teaching model, the researcher also designed the teaching plan, learning materials, and assessment.

Findings and Discussion
Analysing phase

This initial stage was done to obtain data about the identification of problems related to the student's condition, instructional model, tasks, and activities in the learning process, especially in practicing autonomous writing learning. In this process, the researcher assessed the students' needs based on the results of the questionnaire and interview. Based on the preliminary study done in 2021, the students still had difficulties in the writing course, particularly in writing a text with proper organization and grammar. They also felt less motivated when the COVID-19 pandemic forced them to have online learning, and some of them were not accustomed to studying independently. The existing learning model prepared by the lecturers was based on their beliefs. They compiled the materials related to the writing course and, for certain situations, adopted a process approach to teaching writing. Because of limited time and preparation, the activities to promote autonomous learning in writing were still not effective enough.

The data about students' needs consists of two different types. There are target needs and learning needs. Target needs indicate what the learners need to know to function in the target situation, i.e., to make sure that the course contains relevant, useful things to learn. Target needs are related to the target situation and include necessities, lacks, and wants. Necessities mean what the learners have to know to function effectively in the target situation. Lacks mean the gap between the existing and target proficiencies. Wants means what the learners wish to learn. While learning needs refer to what the learners need to do to learn, each of the needs analysis categories is elaborated briefly as follows:

Table 1. Summary of the questionnaire results

Aspects	Questionnaire
Necessities	The purpose of learning English language for future jobs and education
	The most needed skills are speaking and writing
	Writing skills is important in supporting students learning
	Writing is very important to support student's success in study

Lacks	Writing is very important for future work
	The main difficulty in writing is grammar and organizing ideas
	Difficulty in developing ideas independently during online learning and lack of explanation from lecturers.
	Difficulty in ICT for writing: unskilled and did not know the kinds of apps for writing.
Wants	The context of the material to learn is about daily life and updated news
	Specific topics to be studied are essay organization and development, argumentative essay
	The activities to be carried out are reviewing and studying the examples, brainstorming ideas
	The types of learning methods: lecturing and discussion, presentation
	The assignments are journal writing and observation
	The assessment is from lecturers and friends
	Media used: WA group, notes on smartphone/laptop, and YouTube
ICT	ICT tools used in writing course: WA, mobile/web app and e-learning
	The learning platforms used is Google Classroom and e-learning
	The application used for learning is Google Docs
Ability	Self-assessment results: most of the students still lack ability and some of them feel good.
	Language tests: only some students got language test
	Type of text can be written: daily notes (story/experience), essay

	Writing frequency: sometimes and rarely
	Strategies used in writing: drafting text in Indonesian/translating and learning examples from the internet
	Time allocation: four hours and two hours
Setting	The learning model is blended/hybrid and offline learning
Learners' and teachers' roles	Learners' role: working in small groups an in pairs
	Teachers' role: giving examples and explaining material

The teaching plan used by the lecturers for teaching essay writing consisted of the learning outcomes, course description, topic discussion, indicators, assessment forms, learning activities, time allocation, and references. Every semester, the lecturers used to prepare the lesson plan before starting the learning process. They decided the topics for discussion based on the learning outcomes and compiled related materials or resources from the internet. The lecturers also mentioned several teaching strategies that would be used in the classroom, depending on the situation that would be faced by the lecturers.

In terms of the learning outcome, the course aimed to enable the students to master the concept of essay writing and develop ideas with various genres that integrate the process of writing, unity, and coherence. The course was done through the activities of lectures, discussions, presentations, and assignments. Based on the analysis result, it is found that this teaching preparation still needs some improvement in terms of the use of teaching strategies, writing activities, learning materials, and assessment. During the learning process, the lecturers decided the topic for discussion that would be given to the students, and they took the resources from the internet or textbook. However, it could be more effective if the students were involved in discussing and choosing various topics that they wanted to write about. The writing activities in the classroom were also still limited because the students only got a few opportunities to participate in the writing process. They needed more practice outside the classroom to improve their writing skills. For writing feedback and assessment, the lecturers can implement these activities during the learning process or after the students write their text independently. Students can practice peer feedback by using some rubrics to give comments on other works, and they can do self-assessments as a learning reflection after following the course.

Furthermore, the existing teaching plan was prepared by the lecturers for face-to-face learning before the emergence of online learning policies imposed in all

educational institutions due to the COVID-19 pandemic. As we know, this pandemic influenced all aspects of the education system, and it changed the ways of teaching and learning. It is important to facilitate the learning process for writing courses, particularly in the new normal era that would accommodate online, blended, or hybrid learning. The proposed instructional writing model would help to solve this challenge, and it integrated an appropriate writing approach with learner autonomy strategies and ICT tools to achieve the goals of the writing course in the current situation.

The class observation was done to get information about the current situation of the teaching and learning process. During the Coronavirus outbreak, classroom learning activities were conducted online. As a result, lecturers and learners are unable to interact directly, as in prior learning. Students must become acquainted with online learning and conduct talks mainly through social media platforms such as WhatsApp. The Zoom Meeting program is commonly used by lecturers to explain learning materials to students.

However, the results of observations made in the two writing classes show several problems that are still being faced by lecturers and students. First, the lecturers lacked preparation when presenting or explaining material online due to time constraints and an unstable network. Previously, lecturers were used to interacting face-to-face, so they still needed to adjust and practice good time management in online learning. Second, the learning activities that were prepared, especially for writing practice during online learning, were also very limited. The lecturers had determined the topics and assignments that must be carried out by students. This means that the learning materials obtained by students were also limited, and they only carried out assignments given by lecturers. Third, students were less active during online learning. This was due to their limited ability to interact directly with lecturers and classmates. Discussions sometimes did not run optimally because students were not always in Zoom meetings and did not activate their videos during learning. In addition, their motivation to write independently was also low because they were very dependent on the lecturer's explanations. Fourth, internet connection was also one of the problems encountered during online learning. Some students who took part in learning from home often complained that the signal was not good, so they could not understand the explanations given by the lecturer. A limited internet quota was also the reason they were not able to attend online meetings. All the findings above are used as the main consideration in designing the instructional model for teaching writing. The instructional model is based on learning lacks, wants, inputs, necessities, teacher roles, and students' roles. Based on the result of the data analysis, the focus of the teaching and learning processes of writing is active learning and autonomous writing learning through the integration of ICT tools. Those aspects were processed in the next section.

To address the needs of students for further English practices in higher education and upgrade existing learning materials and activities, a needs analysis is necessary to gather information about the needs of undergraduate EFL students for English course development. The advancement of science and technology will have an impact on students' needs. The needs of prior eras may differ from their current demands. It takes into account both what learners already know and what they need to know. Lastly, identifying the goals of the teaching and learning program will benefit from a needs analysis.

The finding in this study was in line with Aunurrahman et al.'s (2017) discovery that students' writing problems occur in some English departments, in which lecturers must find alternative solutions to the same problems. Syatriana (2018) also suggested that when designing an English coursebook, teachers should consider students' needs so that they can encourage themselves to develop their learning strategies and become autonomous learners without fear of making mistakes. From the activity of needs analysis, some aspects of learning can be identified and taken into consideration for future language teaching and learning processes.

Designing phase

The next phase is designing the new writing instructional model based on the information obtained from the analysis phase and the theoretical and conceptual framework used in the model. It also described the results of the third research question of this study. The proposed instructional model is the core product of this research, and it is named the Learner Autonomy-based Writing Instructional (LAWI) model. The design of the LAWI model was determined based on the learning outcomes of a writing course with the integration of learner autonomy strategies and a process-genre approach for teaching writing, particularly essay writing. In this phase, the researcher constructed the outline and components of the teaching plan, which included the learning objectives, approach, and strategies used in the model. Besides, to complete the teaching model, the researcher also designed the teaching and learning cycle, learning materials, and assessment for essay writing. The researchers took two steps in designing this instructional model. They are planning the instructional objectives and identifying input and strategies, including writing approaches and LA principles for the conceptual framework.

The first step in this part is to plan the learning objective of essay writing based on the results of the needs analysis. It is to support the existing instructional goals for essay writing prepared by the lecturers. It resulted in: "This course is a continuation of a paragraph writing course and is designed to help students master the concept of essay writing, including essay organization, argumentative essay, comparison and contrast essay, and other elements such as unity and coherence, under the process-genre approach and learner autonomy strategies. To accommodate the achievement of learning outcomes, the course is conducted through the lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of autonomous learning activities to improve students' essay writing skills. The teaching and learning activities are conducted through the presentation, discussion, question and answer, and assignment". This objective was determined not only from the results of the needs analysis but also by considering the learning outcomes of the English Department study program, which consisted of the following aspects:

1. The affective aspect was demonstrating a responsible attitude towards work in the field of English Language Education independently.
2. The cognitive aspect was mastering basic concepts of language and English language skills in written and spoken form.
3. The general skill aspect was having the ability to apply logical, critical, systematic, and innovative thinking in the implementation of science and technology in English Education.

The second step is the process of identifying the input and strategies, including the writing approaches and LA principles, to create the conceptual framework of the LAWI model. The concept of the LAWI model was developed based on the process-genre approach for teaching writing and learner autonomy strategies that are integrated into the learning activities. Four stages of learning were modified with complete guidance in the writing steps. The first two stages, building knowledge of the field and deconstructing the text, are integrated with metacognitive and affective strategies; the stage of joint construction of the text is focused on social strategies; and the last stage is independent use of the text combined with creative and critical thinking aspects. The combination of each stage with learner autonomy strategies can provide good guidance for students to learn the writing phases collaboratively with lecturers and peers until they can produce their work independently. The following figure describes the stages of the teaching and learning cycle used in the final draft of the LAWI model.
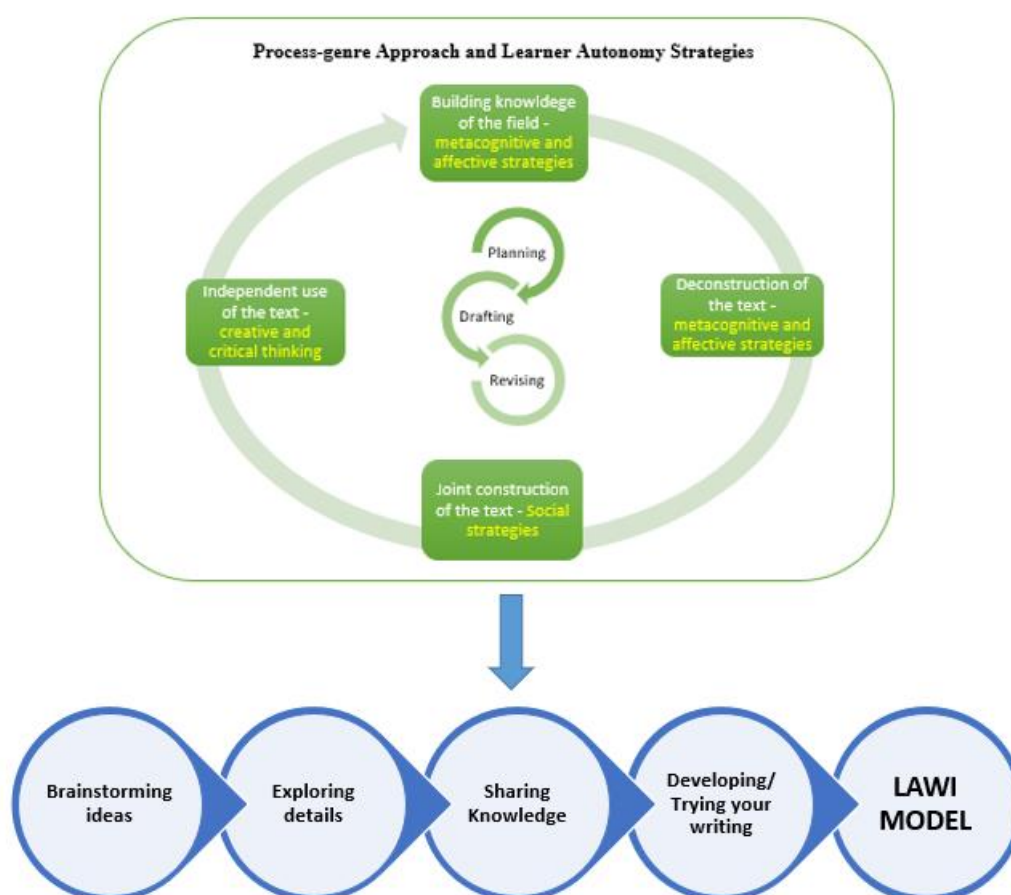
The results of the theoretical study that combine the stages in the process-genre approach and the principles of autonomous learning are then revealed to be the four (BEST) main stages in writing learning using the LAWI Model. The brainstorming ideas stage involves students developing their understanding of the topic and building shared context about the text being learned. It is combined with metacognitive and affective strategies to encourage, engage, and motivate the students by practicing and analyzing the input given. Next, exploring details develops students' awareness and knowledge about texts by exploring more details

about the texts and practicing the strategies in planning texts. It is still combined with metacognitive and affective strategies to discuss and state their ideas on specific skills and to respect others' opinions. The sharing knowledge stage leads students to construct a complete text with the text features and elements. It is combined with social strategies for the students to work collaboratively and they need to cooperate and empathize with others. Finally, trying more writing stages allows students to apply their use of the target text and to generate their ideas in a specific context. It is combined with creative and critical thinking strategies to help students recognize and develop their arguments, use evidence/information, and write a conclusion. After finishing this phase, the researcher prepared to write and develop the proposed instructional draft. The researcher designed the teaching and learning cycle and each supporting component that would be used in teaching essay writing. The researcher also collected learning resources which then became learning materials, media, activities, assignments, and assessments for each stage of essay writing learning using the LAWI Model.

This study's instruction model includes several learning stages that incorporate the writing teaching approach as well as strategies for autonomous learning. The LAWI model presents four stages of learning: brainstorming ideas, exploring details, sharing knowledge, and trying your hand at writing (the BEST stages). The terms used in each stage show operational words to encourage learner autonomy in the writing course. It is consistent with Cotteral's view that autonomy should be implied throughout the curriculum and demonstrated in learning activities. Moreover, Reinders (2016) believes that autonomy should be used in both independent and classroom learning. It means every learning model utilized by language teachers can foster learner autonomy to assist in the attainment of learning objectives. In addition, the proposed instruction model can facilitate types of learning, such as face-to-face, online, or hybrid learning. Each stage of learning not only requires students to study independently but also requires interaction and collaboration with others to create an effective learning process. The assignments given also consist of guided and unguided tasks as a tool to foster autonomy. This is in line with several studies that examine learner autonomy, which is not learning without a teacher but does require collaboration between instructors and learners (Kartal and Balçkanl, 2019).

Conclusion

Based on the research findings, this study generates the conclusions. First, regarding the needs of students in acquiring English skills, particularly writing, they are to support their present educational attainment and future professions. Findings about the existing writing learning model used by the lecturers show that it needs development. It is supported by the results of observation, interviews, and questionnaires in the analysis phase. The weakness is not only the teaching strategy; the use of media for writing is also limited, as are the types of tasks. The LAWI model idea was established based on a process-genre approach to teaching writing and learner autonomy strategies integrated into learning activities. Four phases of learning were updated, and the writing procedures were completely guided. Each step combined with learner autonomy strategies can give effective guidance for students to study the writing phases jointly with lecturers and classmates until they can create their works independently.

References

Arapoff, N. (1967). Writing: A thinking process. *Tesol Quarterly, 1*(2), 33–37.

Ariyanti, A., & Fitriana, R. (2017). EFL students' difficulties and needs in essay writing. *International Conference on Teacher Training and Education, 158*, 111–121. https://doi.org/10.2991/ictte-17.2017.4

Aunurrahman, A., Hamied, F. A., & Emilia, E. (2017). Exploring the tertiary EFL students' academic writing competencies. *Indonesian Journal of Applied Linguistics, 7*(1), 72–79. https://doi.org/10.17509/ijal.v7i1.6860

Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2), 153–160. https://doi.org/10.1093/elt/54.2.153

Bagheri, M. S., & Aeen, L. (2011). The impact of practicing autonomy on the writing proficiency of Iranian intermediate EFL learners Mohammad Sadegh Bagheri and Laleh Aeen. *Pan-Pacific Association of Applied Linguistics, 15*(1), 1–13.

Benson, P. (2006). Autonomy in language teaching and learning. *Language Teaching, 40*(1), 21–40. https://doi.org/10.1017/S0261444806003958

Benson, P. (2013). *Teaching and researching: Autonomy in language learning* (2nd ed.). London: Routledge.

Benson, P., & Huang, J. (Peter). (2008). Autonomy in the transition from foreign language learning to foreign language teaching. *DELTA, 24*, 421–439. http://www.academia.edu/download/35265582/Preliminary_chapters.pdf

Benzie, H. J., & Harper, R. (2019). Developing student writing in higher education: digital third-party products in distributed learning environments. *Teaching in Higher Education, 0*(0), 1–15. https://doi.org/10.1080/13562517.2019.1590327

Cheung, Y. L. (2016). Teaching writing. In W. A. Renandya & H. P. Widodo (Eds.), *English language teaching today: Building a closer link between theory and practice* (pp. 257–276). New York, NY: Springer International. https://doi.org/10.1007/978-3-319-38834-2

De Silva, R. (2015). Writing strategy instruction: Its impact on writing in a second language for academic purposes. *Language Teaching Research, 19*(3), 301–323. https://doi.org/10.1177/1362168814541738

Fatimah, N., & Madya, S. (2020). Improving students ' essay writing skills by implementing peer feedback. *LingTera, 7*(1), 84–100.

Ghofur, A., Kisyani, K., & Yulianto, B. (2019). Teaching writing and twenty-first century skills using guided autonomous learning designs. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences, 2*(4), 495–505. https://doi.org/10.33258/birci.v2i4.572

Kartal, G., & Balçıkanlı, C. (2019). Tracking the culture of learning and readiness for learner autonomy in a Turkish context. *Teflin Journal, 30*(1), 22–46. https://doi.org/10.15639/teflinjournal.v30i1/22-46

Little, D. (2003). Learner Autonomy and second/foreign Language Learning. *Studies in English Language & Literature,* 1–5.

Marzuki, M., Manurung, K., & Hente, A. (2015). Applying autonomous learning to develop students ' writing skills. *E-Jurnal Bahasantodea, 3*(2), 94–100.

Masita, D. (2016). EFL students' ability in performing autonomous learning and their writing proficiency across cognitive styles. *Jurnal Pendidikan - Teori, Penelitian, Dan Pengembangan, 1*(6), 1204–1215. https://doi.org/10.17977/jp.v1i6.6478

Syatriana, E. (2018). Implementing a design model in teaching writing through reflection strategy for Indonesian EFL students. *Asian EFL Journal, 20*(4), 270–274.

West, R. E. (2018). *Foundations of Learning and Instructional Design Technology* (1st ed.). EdTech Books. https://dx.doi.org/10.59668/3

Yan, G. (20S05). A process genre model for teaching writing. *English Teaching Forum, 43*(3), 18-22.