Solitary Learning Style in Writing Narrative Text at MAN 1 Kota Gorontalo
(*Gaya Belajar Soliter dalam Menulis Teks Naratif di MAN 1 Kota Gorontalo*)

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Article Info	Abstract
	This research explores solitary learning styles among students in the context of writing narrative texts at MAN 1 Kota Gorontalo. In a diverse educational environment, understanding different learning styles is crucial for educators to meet the varied needs of students. Solitary learning allows students to engage with content independently, potentially revealing unique insights into how students express themselves and develop their writing skills. This research employs a qualitative descriptive method to collect data through questionnaires and interviews to identify individual students' learning preferences. The findings indicate that students who engage in solitary learning exhibit enhanced abilities in writing narrative texts, with increased focus and improved management of their learning processes. This research indicates a pressing need to develop more effective and inclusive teaching strategies specifically designed to support solitary learners and provide valuable guidance for curriculum developers in designing appropriate and relevant materials. **Abstrak** *Penelitian ini bertujuan untuk mengeksplorasi gaya belajar soliter di kalangan siswa dalam konteks penulisan teks naratif di MAN 1 Kota Gorontalo. Dalam lingkungan pendidikan yang beragam, memahami berbagai gaya belajar sangat penting bagi pendidik untuk memenuhi kebutuhan siswa yang beragam. Pembelajaran mandiri memungkinkan siswa untuk berinteraksi dengan konten secara independen, yang berpotensi mengungkap wawasan unik tentang bagaimana siswa mengekspresikan diri dan mengembangkan keterampilan menulis mereka. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengumpulkan data melalui kuesioner dan wawancara, dengan tujuan mengidentifikasi preferensi belajar masing-masing siswa. Temuan menunjukkan bahwa siswa yang terlibat dalam pembelajaran soliter menunjukkan kemampuan yang lebih baik dalam menulis teks naratif, dengan peningkatan fokus dan pengelolaan proses pembelajaran yang lebih baik. Hasil penelitian ini dengan jelas menunjukkan kebutuhan mendesak untuk mengembangkan strategi pengajaran yang lebih efektif dan inklusif yang dirancang khusus untuk mendukung pembelajar soliter, serta memberikan panduan berharga bagi pengembang kurikulum dalam merancang materi yang sesuai dan relevan.*

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1. INTRODUCTION

Writing skills are one type of language skill that students must master, as they are very important for self-development and for continuing studies at higher education institutions or participating in society. According to Cahyaningrum et al. (2018), writing skills should be taught at various levels of education and are emphasized in education alongside reading and arithmetic. Writing is understood as a process of making meaning and a series of text-making activities that involve organizing and developing ideas. Writing skills are the last language abilities mastered after listening, speaking, and reading.

The main purpose of writing is to enhance students' ability to produce clear, coherent, and informative texts. Martinsuo and Huemann (2020) highlight important factors that authors should consider when writing, such as the intended audience, justifying the contribution of the writing, and presenting a logical narrative. Jacob et al. (1981) identify five essential components in writing: clear and informative content, effective vocabulary usage, correct language application, and writing mechanics, which include capitalization, punctuation, and correct spelling.

There are four types of writing: narrative, descriptive, argumentative, and comparative/contrastive. Narrative writing tells a series of interconnected events, while descriptive writing depicts feelings and visualization. Argumentative writing uses relevant facts and structures arguments systematically, while comparison essays develop comparisons between people, places, or concepts. This study focuses on descriptive text.

Narrative texts, according to Bal (2019), build shared experiences and thoughts within society by presenting logical and chronological events. Narratives are an important form of communication that conveys information and cultural values. The generic structure of narrative texts consists of three steps: orientation (introducing characters and settings), complication (a series of events that create problems), and resolution (resolving the problems).

Learning styles reflect individual behavioral characteristics in a learning environment. Honey and Mumford (1986) indicate that everyone has a unique way of understanding, processing, and conveying information, resulting in various learning styles. Noor and Ramly (2023) identify the use of VARK (Visual, Aural, Reading/Writing, and Kinesthetic) to determine individual learning types as relevant.

Xhomara and Shkembi (2020) identify seven types of learning styles: visual, aural, verbal, physical, logical, social, and solitary. The solitary learning style is where individuals prefer to study independently, which can enhance concentration and self-discipline. While solitary learning has advantages such as flexibility, it also has disadvantages, such as the risk of isolation and difficulties in finding motivation. Therefore, solitary learners need to find ways to stay motivated, such as joining online communities.

Effective writing and the development of writing skills are crucial for supporting academic success and social integration. These skills are not only beneficial in educational contexts but also in everyday life, helping individuals communicate better and express their ideas effectively. A balance between solitary and collaborative learning is necessary according to individual needs and preferences to achieve optimal outcomes.

2. METODHS

The research employs a qualitative descriptive method to explore the learning styles of students at MAN 1 Kota Gorontalo. The qualitative approach focuses on collecting and analyzing non-numerical data to understand the relationships between different variables, aiming to uncover participants' experiences related to specific phenomena from their perspectives rather than the researcher's (Crossman, 2021).

Participants will consist of students from Class X MIPA 1, selected through purposive sampling to identify solitary and non-solitary learners. This identification will utilize questionnaires designed to assess their learning styles, which is essential for analyzing their performances, particularly in English Language: Narrative Text.

Data collection will involve two primary instruments: questionnaires and interviews. The questionnaire will classify participants based on the Honey and Mumford (1986) learning style questionnaire, while interviews will provide additional in-depth information that may not be captured through questionnaires. These interviews will be conducted privately and documented for subsequent analysis.

Data will be analyzed using descriptive qualitative analysis, which is appropriate for understanding learning preferences and comparing the abilities and performances of solitary and non-solitary learners. The analysis will follow a systematic process: first, organizing the collected data from both questionnaires and interviews according to different variables; second, analyzing the data by discussing various points related to each variable in paragraph form; and finally, drawing conclusions based on the findings and discussions derived from the analysis. This qualitative descriptive method will facilitate a comprehensive understanding of the learning styles and performance differences between the two groups of learners.

3. RESULTS AND DISCUSSIONS

This questionnaire data contains responses from 20 10th-grade students to 20 questions measuring solitary and non-solitary learning preferences. Each student provided a 'yes' or 'no' answer for each question. P1-P20 represents 20 students as participants, 0-20 means that there are 20 questions and the blue table represents how many "yes" and the orange table represents how many "no."

Figure 1. The results of the questionnaires
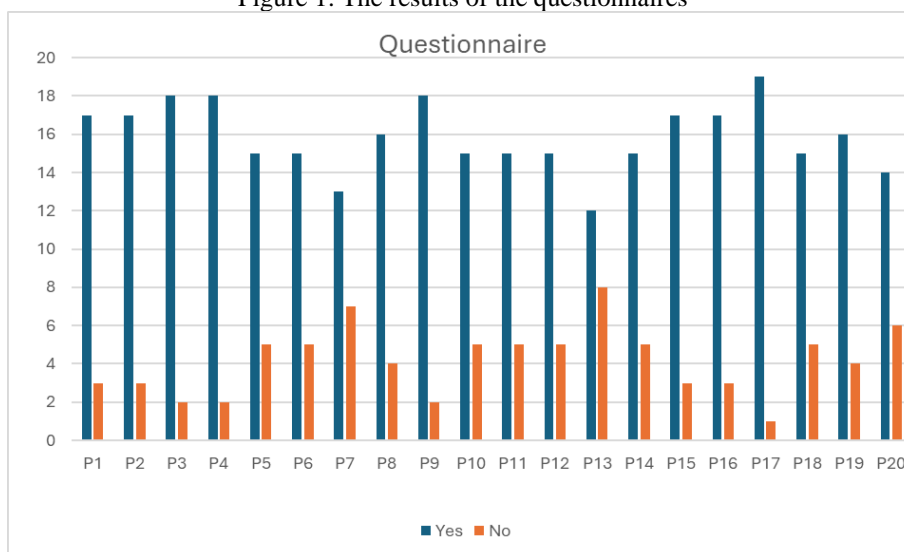
The average percentage of 'yes' and 'no' answers for each question has also been calculated. For example, P1 has a 'yes' answer percentage of 85% and a 'no' answer percentage of 15%. The highest percentage of 'yes' answers was found in P17 at 95%, while the highest percentage of 'no' answers was found in question P13 at 40%.

This data analysis aims to identify students' individual learning preferences, whether solitary or non-solitary, using the number of 'yes' answers as an indicator of solitary learning tendencies. Based on this data, students who provided more than 15 'yes' answers are categorized as solitary, while those who provided more 'no' answers are categorized as non-solitary.

This knowledge can be used to design more effective learning strategies by tailoring teaching methods to match students' learning preferences, thereby enhancing student engagement and overall learning outcomes. To complement the data presented earlier, this chapter further presents the results derived from interview data. A breakdown of the interview findings is as follows:

3.1 Interview Results

This section presents the findings of the research aimed at analyzing the role of the solitary learning style in improving students' ability to write narrative texts at MAN 1 Kota Gorontalo. Data was collected through in-depth interviews with four students selected based on the results of a questionnaire, which indicated that they had the highest percentages of solitary learning styles. The interviewed students consisted of two males (M1 and M2) and two females (F1 and F2). These findings are supported by questionnaire data to strengthen the conclusions drawn.

3.1.1 Awareness of Solitary Learning Style

The respondents realized that they felt more comfortable learning independently than in a group setting from an early age, either during elementary or middle school. They expressed that solitary learning provided them with greater focus and control over their learning process.

- F1: Began feeling more comfortable studying alone in junior high school. Initially, she tried learning with friends but felt more satisfied when studying independently, especially since she could find her answers, which made learning more exciting and motivating.
- M1: Realized the effectiveness of solitary learning when group assignments distracted him and caused him to lose focus. According to him, studying alone allowed for a quicker understanding of the material.
- M2: Became aware of the importance of solitary learning when visiting the library and Rumah Literasi Gorontalo, which he found offered a quiet and conducive atmosphere for independent study.
- F2: Since elementary school, she found that she could focus better when studying alone, unlike when she played with her friends.

3.1.2 Experience of Solitary Learning

All four respondents expressed that solitary learning provided them with more opportunities to focus and manage their study time more effectively.

- F1: Enjoys using audiovisual methods, such as reading and watching educational videos. She feels freer to explore materials at her own pace.
- M1: Believes that solitary learning is more enjoyable and efficient compared to group study, as he can learn without having to adjust to others.
- M2: Finds solitary learning more enjoyable than group learning. He prefers reading books and other sources that help him understand the material better.
- F2: When studying alone, she often listens to music and takes notes to improve her memory.

3.1.3 Time Management in Solitary Learning

Most respondents expressed that they had flexibility in managing their solitary learning time. While some, like F1, had more structured schedules at specific times, most respondents preferred a more flexible approach to learning, especially when facing assignments or exams.

- F1: Focuses on specific hours, such as 3 p.m. or 3 a.m., but can be flexible when necessary.
- M1: Usually, studies in the morning and afternoon when there is no school, but during school days, his study time is more flexible.
- M2: Manages his study time based on homework or upcoming exams, being more flexible with independent study.
- F2: Though flexible, she sometimes creates a schedule when preparing for exams, but when learning new things, she studies more randomly.

3.1.4 Favorite Places for Solitary Learning

Most respondents felt more comfortable studying in quiet places, such as their rooms or libraries, as the peaceful environment helped them focus on their studies.

- F1: Prefers studying in quiet places, such as her room, because she can focus better when watching educational videos in a serene environment.
- M1: Studies in his own room, where fewer distractions could take away his attention.
- M2: Does not have a specific favorite place to study but feels comfortable studying in libraries or Rumah Literasi for independent learning.
- F2: Her room is her favorite place to study because it is more comfortable than the often-crowded library.

3.1.5 Solitary Learning Methods in Writing Narrative Texts

When writing narrative texts, respondents used various methods to develop their ideas, such as watching videos, reading books, taking notes, or doing writing exercises.

- F1: Uses audiovisual methods such as watching videos or reading books to find inspiration and ideas for writing narrative texts.
- M1: Prefers to practice storytelling skills and takes notes on important points that need to be studied.
- M2: Enjoys reading books and other sources, especially when he needs to memorize material and compose narrative texts.
- F2: Does not have a specific method but usually divides her time between reading and writing to help retain the material better.

3.1.6 Challenges in Writing Narrative Texts

The respondents identified several challenges they faced when writing narrative texts independently, but they also developed strategies to overcome these challenges.

- F1: The main challenge is when the surrounding area is noisy, which she overcomes by using earphones to stay focused while watching educational videos.
- M1: The challenge is when there are too many tasks, which he overcomes by prioritizing which tasks to complete first.

- M2: The challenge is in choosing a writing topic, as there are many possibilities. He overcomes this by watching YouTube videos to get ideas.
- F2: The challenge is when her mood is not good, which she addresses by listening to music and eating to improve her mood.

3.1.7 Effectiveness of Solitary Learning Style

All respondents agreed that the solitary learning style was effective in improving their narrative writing abilities.

- F1: Stated that solitary learning was very effective because she could focus better, and solving problems independently boosted her motivation.
- M1: Found solitary learning to be more effective because he could study in his own way without distractions.
- M2: Found solitary learning to be more fun and engaging.
- F2: Said solitary learning was more effective because there were no distractions that interfered with the learning process.

3.2 Analysis of Findings

The findings indicate that the solitary learning style has a significant positive impact on students' ability to write narrative texts. Based on interviews with respondents, solitary learning allows students to manage their learning process individually. This analysis focuses on several important aspects: focus, learning methods, time flexibility, learning challenges, and its influence on creativity.

3.2.1 Focus and Concentration

One of the main advantages of the solitary learning style, as expressed by the respondents, is the increase in focus and concentration. Students such as F1 and M1 reported that learning independently allows them to eliminate external distractions, such as noise or social interactions, which could hinder their learning process. Respondents found that a quieter atmosphere helped them better absorb the material, particularly when writing narrative texts, which requires deep thinking.

Expert opinions support this finding. According to recent research, individuals engaged in self-directed learning exhibit higher motivation, and the ability to manage resources independently and make learning decisions without relying on others. Research conducted by Doyle (2023) emphasizes that the ability to control one's learning process makes students more focused and organized, ultimately improving the quality of learning outcomes. Additionally, a study published by Blaschke (2018) in the context of online education highlights that autonomy in learning strengthens critical thinking and decision-making skills, two essential aspects in achieving better learning outcomes.

3.2.2 Learning Methods and Techniques

The learning methods used by the respondents reflect how the solitary learning style helps them develop narrative writing skills. For example, F1 prefers using audiovisual methods, such as watching videos and reading books to seek inspiration for narrative writing. Other respondents, like M1, rely more on storytelling practice to hone their writing abilities.

In the context of learning theory, recent research continues to support the importance of individual learning styles. For instance, a study by Shearer and Karanian (2017) and Cianci (2024) reaffirm that the Multiple Intelligences Theory by Gardner (1983) remains relevant in modern education, especially in more inclusive approaches that recognize students' varied abilities. Some students are more effective using audiovisual or verbal-linguistic methods, while others may respond better to visual or kinesthetic approaches (Sener & Çokçaliskan, 2018; Chikezie, 2024). Students with a solitary learning style were able to identify the methods that best suited their needs, using various media such as videos, books, and learning apps according to their preferences. Furthermore, a study by Esfandiari & Gawhary (2019) on autonomous learning in digital environments found that students who learn independently tend to be more proactive in seeking new learning resources and designing their learning strategies.

3.2.3 Flexibility in Learning Time

Most respondents in this study expressed that they had flexibility in managing their independent study time. While some, such as F1, had a more structured study schedule at certain times, most respondents opted for more flexible study hours according to their needs, especially when faced with assignments or exams. Gray (2015) explains that time flexibility in self-regulated learning fosters better time management practices and enhances students' ability to engage with materials more deeply. These studies reflect a broader trend in recent educational research, which increasingly supports the idea that flexibility in independent learning is critical for fostering student autonomy and improving time and stress management.

3.3 Challenges and Solutions

Although solitary learning offers many advantages, the respondents also face challenges. Some of the challenges identified by the respondents include external distractions, such as noise (F1), the large number of assignments (M1), difficulty choosing writing topics (M2), and mood problems (F2). However, the respondents also demonstrated self-reliance in overcoming these challenges, such as using earphones to block out noise or listening to music to improve their mood.

According to Pintrich (2004), in the context of self-regulated learning, students who can regulate their learning processes tend to be more successful in facing learning challenges. They can set clear goals, monitor their progress, and adjust their learning strategies as needed. This finding aligns with research by Schunk and Zimmerman (2007), which emphasizes that the ability to reflect on and adapt learning approaches is crucial in overcoming difficulties, particularly when writing narrative texts. This is reflected in the strategies used by the respondents in dealing with the challenges they encountered while writing narrative texts.

3.3.1 Influence on Creativity

Another important finding from this research is that solitary learning encourages creativity in students' narrative writing. Respondents like F1 and F2 stated that with solitary learning, they felt freer to explore creative ideas. They could find references from various sources, such as videos and the internet, which inspired composing their stories.

According to Inchamnan et al. (2024), creativity is greatly influenced by a learning environment that provides freedom and autonomy to individuals. In self-directed learning, students have full control over their learning process, allowing them to explore new ideas without limitations. This study also emphasized that self-directed learning supports the development of creativity, especially in tasks that require original thinking, such as writing narrative texts. This is in line with the findings of Sternberg et al. (2023) which showed that creativity develops when students are allowed to work independently and use their own time and space to reflect on their ideas.

3.3.2 The Impact of Solitary Learning Style on Writing Narrative Texts

Based on interviews and the above analysis, the solitary learning style proves to be effective in improving students' ability to write narrative texts. Students not only gain the opportunity to learn at their own pace and in their preferred way, but they also develop critical and creative thinking skills essential to the writing process.

This finding is in line with Bandura's (1977) opinion, which emphasizes that self-efficacy, or belief in one's abilities, plays an important role in achieving academic success. Bandura stated that students who learn independently tend to have greater self-confidence because they have developed the ability to solve problems independently without direct help from others. This is supported by research conducted by Zimmerman (2023), which shows that students with self-regulated learning have greater control over their learning process, which contributes to increased self-confidence and better academic outcomes. This is demonstrated by respondents such as F1 and M1, who feel that solitary learning makes them more focused and motivated to solve problems on their own when facing difficulties.

The findings of this study strongly support the idea that the solitary learning style is an effective approach for students who prefer to work independently. The student's ability to focus, manage their time, develop creativity, and overcome obstacles independently points to the clear advantages of this learning style. The following discussion connects these findings with relevant educational theories and expert opinions.

3.3.3 Solitary Learning Enhances Focus and Independence

One of the key advantages of solitary learning is the ability to focus and concentrate without external distractions. Both F1 and M1 emphasized that they could concentrate better when studying alone, which helped them produce better narrative texts. This finding is in line with research by Garrison (1997), which explains that self-directed learning tends to increase students' intrinsic motivation and focus. Garrison emphasizes that when students control their learning process, they become more independent and responsible for their learning outcomes. In the context of narrative writing, where deep concentration and a clear train of thought are essential, a self-directed learning style creates an environment that supports the organization of ideas in a more orderly and cohesive manner.

3.3.4 Flexibility Promotes Self-Regulated Learning

The flexibility in managing their study schedules is another advantage of solitary learning. Students like M2 and F2 appreciated the ability to adjust their study time based on their personal needs and commitments. Ortube et al. (2024) in his research on self-regulated learning, explains that flexible learning environments allow students to take control of their education. This autonomy allows students to adjust their study habits and schedules according to their workload, which is especially beneficial in tasks that require long periods of focus, such as narrative writing. Panadero emphasizes that this flexibility helps improve academic performance, especially in the context of self-regulated learning.

3.3.5 Solitary Learning Encourages Creativity

Creativity was a recurring theme among the respondents, particularly F1 and F2, who expressed that solitary learning gave them the freedom to explore new ideas without the constraints of group work. Ryan and Deci (2020) on Self-Determination theory, state that individuals tend to be more creative when they have autonomy over their work. In the context of narrative writing, where originality and imagination are essential, self-directed learning allows students to engage in the creative process without external interference, thereby enhancing their ability to produce unique and imaginative narratives.

3.3.6 Problem-Solving and Autonomy

Though challenges such as distractions and difficulty in choosing a writing topic were present, the respondents demonstrated strong problem-solving skills. F1 and M2, for instance, found ways to manage their learning obstacles through independent strategies, such as using earphones or seeking inspiration from online resources. According to a study by Macaskill & Taylor (2010), self-directed learners tend to be more resilient and able to find solutions to problems they face during the learning process. In the context of narrative writing, the ability to solve problems independently helps students become more independent and improves their overall writing performance. Macaskill also points out that autonomy in learning strengthens problem-solving skills, which are especially important in tasks that require creativity and precision, such as narrative writing.

3.4 The Effectiveness of Solitary Learning in Writing Narrative Texts

Overall, the findings indicate that the solitary learning style is effective in helping students develop the skills necessary to write narrative texts. The ability to concentrate, manage their time, explore creative ideas, and overcome challenges independently contributes to their success in narrative writing. This finding is in line with research by Usher and Pajares (2008), which emphasizes that students who have confidence in their ability to achieve academic success tend to perform better. The sense of control and achievement experienced by self-regulated learners can increase their confidence in writing skills. Usher and Pajares stated that developing self-efficacy plays an important role in building student motivation and performance, especially in the context of tasks that require creativity and persistence, such as narrative writing.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The findings from this study provide valuable insights into the learning preferences and practices of 10th-grade students, revealing a nuanced understanding of how they engage with solitary and non-solitary study methods. The data indicates a general preference for non-solitary learning methods, with most students reporting more 'yes' answers to questions favoring group study or collaborative approaches. However, a significant number of students also demonstrate a strong inclination towards solo learning, highlighting the diverse nature of individual study preferences.

Participants who favor solitary learning often cite increased focus and deeper understanding as key benefits, aligning with theories that emphasize the effectiveness of independent study for personal concentration and self-paced learning. On the other hand, those who prefer non-solitary methods find collaborative study to be more stimulating and beneficial, which supports the idea that social interaction can enhance learning through shared insights and peer support.

The study also underscores the varied application of solitary learning techniques across different subjects, the diverse media used, and the impact of different study environments. The high percentage of solitary learning reported by some participants contrasts with others who engage in a balanced mix of solo and group study, reflecting the need for flexible educational strategies that accommodate these varying preferences.

4.2 Suggestions

Expand Sample Size and Diversity: Future studies should consider a larger and more diverse sample of students to enhance the generalizability of the findings. Including participants from different educational levels, geographic regions, and socioeconomic backgrounds could provide a more comprehensive understanding of learning preferences across various contexts.

Longitudinal Studies: Conducting longitudinal research would help to track changes in learning preferences over time and assess how students' study habits evolve with academic progression and life experiences. This approach could offer deeper insights into the long-term effectiveness and impact of solo versus group study methods.

Explore Technological Integration: Investigate how emerging technologies and digital tools influence solitary and non-solitary learning preferences. Understanding the role of educational technology in shaping study habits and preferences could provide valuable information for developing innovative learning resources.

Investigate Academic Performance Correlations: Future research could explore the correlation between students' learning preferences and their academic performance. This would help determine how different study methods impact academic achievement and provide evidence for optimizing teaching strategies.

Examine Psychological Factors: Study the psychological factors that influence students' preferences for solo versus group learning. Factors such as motivation, self-efficacy, and stress levels could offer additional insights into why certain study methods are preferred and how they affect learning outcomes.

By addressing these suggestions, future research can build on the findings of this study to further refine educational practices and support diverse learning needs effectively.

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