

THE EFFECT OF SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) ON STUDENTS' WRITING MOTIVATION IN RECOUNT TEXT

¹ Juliantina, ²Seget Tartiyoso, ³ Masita Ranti

¹Lecturer of STKIP Budidaya Binjai
juliantinasebayang@gmail.com

²Lecturer of STKIP Budidaya Binjai
sigittartiyoso25@gmail.com

³Student of STKIP Budidaya Binjai
rantimasita@gmail.com

ABSTRAK

Penelitian ini berkaitan dengan desain penelitian eksperimental yang bertujuan untuk mencari pengaruh *Self-Regulated Strategy Development* (SRSD) terhadap motivasi menulis teks *recount*. Sebanyak 52 siswa kelas X MAS Al Washliyah 29 Binjai pada semester ganjil tahun ajaran 2021/2022 diambil sebagai sampel penelitian. Instrumen penelitian yang digunakan penulis dalam mengumpulkan data adalah *post-test*. Hal ini dilakukan untuk mengetahui fleksibilitas materi kemampuan menulis siswa antara proses pembelajaran dengan diskusi kelompok kecil dan proses pembelajaran melalui *Self-Regulated Strategy Development* (SRSD). Data akhir kemudian dianalisis dengan menggunakan analisis *Paired-Samples T Test* menunjukkan bahwa signifikansi (sig) nilai 2-tailed 0.000000 lebih rendah dari taraf signifikansi (0.05) dan ditentukan bahwa koefisien t_{hitung} adalah 24.787 yang berarti lebih tinggi dari koefisien t_{tabel} (2.05954) dengan taraf signifikansi (α) = 0.025 (2-tailed) dengan derajat kebebasan (df) = 25. Artinya ada *Self-Regulated Strategy Development* (SRSD) terhadap motivasi menulis teks *recount* pada siswa kelas X MAS Al Washliyah 29 Binjai pada semester ganjil tahun ajaran 2021/2022. Dengan demikian H_a diterima dan H_0 ditolak.

Kata kunci: Self-Regulated Strategy Development (SRSD), Motivasi Menulis, Teks Recount

ABSTRACT

The study deals with an experimental research design which seeks for the effect of *Self-Regulated Strategy Development* (SRSD) on students' writing motivation in recount text. 52 students at the tenth grade students of MAS Al Washliyah 29 Binjai on the first semester in academic year 2021/2022 were taken as the samples of the study. The research instrument used by the writer in collecting data was *post-test*. It was conducted in order to know the flexibility on students' writing ability material between learning process with small group discussion and learning process through *Self-Regulated Strategy Development* (SRSD). The final data then was analyzed by using *Paired-Samples T Test* analysis shown that the significance (sig) 2-tailed value 0.000000 was lower than the significance level (0.05) and determined that coefficient of $t_{counted}$ was 24.787 signifying higher than the t_{table} coefficient (2.05954) with significance level (α) = 0.025 (2-tailed) with degree of freedom (df) = 25. This means that there is a significant effect of *Self-Regulated Strategy Development* (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022. Therefore, H_a was accepted and H_0 was rejected.

Keywords: Self-Regulated Strategy Development (SRSD), Writing Motivation, Recount Text

I. INTRODUCTION

People consider mastering English writing skill as a crucial knowledge in the world of communication. Writing is an important skill to be mastered. It has some positive impacts. Through writing, the writer can communicate and gathers information widely with great detail and accuracy. In writing, the recent curriculum, K-13 curriculum, stated that the students are taught to be able to develop their communication competence not only in oral, but also in written form. To write well, students must have capabilities in writing.

Moreover, they need to focus on punctuation, capitalization, spelling, grammar. The senior high-school students are expected to be able to understand as well as to create various text such as announcement, descriptive and recount text. In this research, the writer focuses on writing skill because it needs very complex ways to master. However, not all of the senior high school students can produce the expected writing product.

Though writing skill is taught in language classroom, there still some problem faced by the students. Based on the preliminary research during Field Teaching Program (PPLI) in 2020 located at MAS Al Washliyah 29 Binjai, the students got difficulties in making a topic sentence that is related to the topic given as well as they got difficulties in expressing their idea. It is difficult for them to think what they want to write. Based on *Silabus K-13 Bahasa Inggris kelas X* or Syllabus of English subject on first grade of senior high school in K-13 curriculum point KD 4.14, it is stated that students need to construct a simple recount text about their experience however they are not able to produce good supporting details for each paragraph that the writer gave. They seem to have limited idea when giving their arguments about the topic.

Motivation in learning English is important for high school students who are going to face the field of enrolling their next study to the colleges or universities and even real working after graduating from the school. Therefore, one of the necessary things to improve the quality of the students is improving their English. English language plays role to make students get qualified when they apply for scholarships, join a student's exchange, and apply for job in Indonesia or overseas. However, students of that school have less motivation in learning English. The writer has conducted pre-research at that school on 18th of March 2021.

Based on the conversation that the writer had with the English teacher of that school, most of the students has less interest in writing. They think writing as a difficult thing to do. They consider that writing is not interesting activities. So, according to preliminary research that is done by the writer, it is known that the tenth-grade students at that school are indicated having low motivation in writing. The writer has given some questions related to their motivation in writing. Most students admit that they cannot do writing well in English lesson. Moreover, they have limited opportunity to write and that impacts on students' performance. Furthermore, the English teacher at that school affirms that the students are less motivated in learning English especially in writing because their ability is low in English subject. So, the teacher provides many home works for the students that is going to make the students the independent or self-regulated learners in improving students' motivation in learning English. The teacher believes that the more homework that students do, it would make students better in managing the learning. However, the home works that are given to the students in MAS Al Washliyah 29 Binjai have

no aims such as they work only for exercises which could make the students get bored even it would make some students also do the homework only copying from his or her friend's works.

Moreover, practicing writing regularly will build students writing habit. Writing habits is important because when it has been build, student will get advancement from it. The use of self-regulated strategy development (SRSD) is one of the ways to develop their writing habit. Moreover, SRSD is appropriate strategy to be implemented in MAS Al Washliyah 29 Binjai because it guides the students to be an independent learner like what the English teacher of that school wants.

Self-regulated strategy development (SRSD) supports students to do monitoring, evaluating and revising their writing, which in turn reinforces self-regulation skills and independent learning. Additionally, SRSD is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. SRSD is also evidence-based approach to teach student self-regulation strategies in teaching writing and Strategies for Composition and Self-Regulation in the Writing Process. This method uses powerful self-regulation and writing strategies as well as improving their attitude toward their writing.

Moreover, Graham (2016: 88) designed a writing program called Self-Regulated Strategy Development (SRSD), under assumption that a self-regulated writer is also one who wants to write. Their research program demonstrated that SRSD improved problem writers' performance including motivation to write. Additionally, students with better self-regulatory skills tend to be more academically motivated and display better learning. So, this study will emphasize about students' writing motivation at MAS Al Washliyah 29 Binjai in recount text by using Self-Regulated Strategy

Development (SRSD) technique, whether the technique gives an effect for the students' writing motivation or not.

Based on the background and the symptoms above, the writer will focus in conducting a research to investigate the influence of self-regulated strategy development (SRSD) on students' writing motivation at MAS Al Washliyah 29 Binjai in recount text. This study is necessary for the teacher of this school as information about effective strategy for teaching writing and later this research can be used to apply the new application of teaching writing to develop students' motivation in writing. So, it can also develop the quality of English teacher knowledge and performance in doing the instruction. The writer will also analyze whether the strategy used is having significant influence to the student's writing motivation or not.

Finally, for the reasons stated above, the writer would like to undertake research on "*The Effect of Self-Regulated Strategy Development (SRSD) on Students' Writing Motivation in Recount Text at the Tenth Grade Students of MAS Al Washliyah 29 Binjai in Academic Year of 2021/2022*".

The problem in this study is formulated as "Is there any effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022?" that the study's objective is to achieve a solution to the problem that has been addressed; therefore, the writer of this research does so. The objective of this study is aimed to obtain the empirical evidence about the significant effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text.

This study is significantly developed to provide with the contributions of ideas for:

theoretically, the result of this study is expected to support the previous theories about students' writing motivation in recount text by teaching them through Self-Regulated Strategy Development (SRSD). Practically, this could be used as a technique or strategy for teaching writing skills, and it can improve the quality of English teachers' knowledge and performance in the classroom, as well as students' achievement in learning English. To provide teachers and institutions with information about the impact of SRSD on students' motivation in creating recount texts.

Based on the indicators above, the writer assumes that teaching writing recount texts by using Self-Regulated Strategy Development (SRSD) can enhance students' motivation in writing recount texts. The hypothesis (H_a) in this research is that there is a significant effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022.

II. RESEARCH METHODOLOGY

This research was conducted at MAS Al Washliyah 29 Binjai, Jl. Jenderal Ahmad Yani No. 31, Kelurahan Kartini, Kecamatan Binjai Kota. The reason for choosing this school was due to the terms of accessibility in collecting the data. Also, the writer would like to know the tenth-grade students' writing motivation in recount text. In addition, research relating to the topic was never conducted yet at this school. And the time of the research was in November 2021.

The type of this research was quasi-experimental research. According to Gay and Peter (2015: 36), experimental research is the only type of the research that can test hypothesis to establish cause and effect relationship. Therefore, it was reasonable that the writer intended to examine the cause and effect between two variables, Self-Regulated Strategy Development (SRSD), as independent variable (X), and writing motivation in recount text, as the dependent variable (Y).

In this research, the writer used nonequivalent control group design that was a quasi-experimental design involving at least two groups received the experimental treatment, both groups were post-tested. It was conducted to find out the effect of Self-Regulated Strategy Development (SRSD) towards students' motivation in writing recount text. The writer utilized two groups as the samples when that one was called experimental group administrated by using Self-Regulated Strategy Development (SRSD) and another was the control group administrated by using conventional technique. However, the materials given to those groups were the same.

A population can be defined as all members of any well-defined class of people, events or objects. It is the larger group about which the generalization is made (Ary et.al, 2016: 148). The population of this research was the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year 2021/2022. The total number of the population in this research were 148 students divided into six classes. Here is the table of the students' number in detail:

Table 1. The Situation of the Tenth-Grade Students at MAS Al Washliyah 29 Binjai in academic year 2021/2022

No.	Class	Male	Female	Total
1.	X-A	15	13	28
2.	X-B	14	12	26

3.	X-C	9	12	21
4.	X-D	14	12	26
5.	X-E	13	11	24
6.	X-F	15	8	23
T O T A L				148

Source: adapted from the primary data

Sample is a set of data collected and/or selected from a population by a defined procedure. According to Ary et.al (2016: 148) sample is a portion of a population and the small group that is observed. The samples of this research were X-B as the experimental

group class and X-D as the control group class. The experimental class was taught by using Self-Regulated Strategy Development (SRSD) whereas the control group was taught by using small group discussion. The table below shows the distribution of treatment in the research:

Table 2. Distribution of the Treatment

Group	Class	Treatment	Number of Students
Experimental	X-B	SRSD	26
Control	X-D	-	26
TOTAL			52

Sampling is the process of taking sample. Ary (2016: 163) states “the purpose of sampling is to obtain information concerning the population”. The writer used the cluster random selection to determine which class would be the experimental group and the control group. The writer chose two classes that would be research objects randomly. Before determines the sample, the writer had interviewed the teacher. The teacher might say that both of classes had similar level of competence. It was also supported by the result of mid-term test that was conducted before the writer did the research.

The research instrument used by the writer in collecting data was post-test. The writer did not conduct pre-test because the writer would have ensured that the ability of both of control

and experimental class were the same, it was showed by the documents of midterm scores which had similar level competence.

Post-test was conducted in order to know the flexibility on students’ writing ability material between learning process with small group discussion and learning process through Self-Regulated Strategy Development (SRSD). The writer provided five kinds of titles comprising several topics on recount text. The writer asked the students to choose only one title that would be given. They wrote a recount text that consisted of approximately 100 words for about 45 minutes.

For example, the writer asked the students “*please choose one of the topics below, then write down a recount text based on the topic you have chosen! The time to finish is only 45*

minutes". And the topics to develop into a recount text were:

- 1) The students' experience when having picnic with family;
- 2) Their experience when playing a favorite sport with friends;
- 3) Their experience when celebrating a spiritual day;
- 4) Their experience when doing school at home during the pandemic; or
- 5) Their experience when seeing something scary or weird.

The writer created the test based on the syllabus which was suitable with the curriculum of MAS Al Washliyah 29 Binjai. The writer assumed that the written test will be a proper way to determine how far these tenth-grade students could reach the minimum criteria of a standard score in writing skill. In composing the test, the writer also considered the indicators that had to be reached by tenth-grade students especially in writing competence. Test was used to measure students' ability after being given a treatment, if students' score increased, it was concluded that the technique was effective.

- Normality Test

Normality testing is a test to measure whether the data has normal distribution or not. Normal distribution is a symmetrical, bell-shaped distribution of data that has specific properties and is used as a reference point for comparing the shapes of data distribution. A test is called normal if the result indicates that few numbers of participants are at the right and left tails and most of participants are in the middle. It shows the symmetrical and one cluster of the data in the middle. To investigate the normality testing, the writer used

Kolmogorov-Smirnov test by using SPSS 28.0 program. The basis for interpreting decision in this test was through these statements:

If the significance value (sig) > 0.05 , so the data was in normal distribution.

But if the significance value (sig) < 0.05 , so the data was not in normal distribution.

- Homogeneity Test

Homogeneity testing is used to investigate whether the data which has been obtained is homogeneous or not. The homogeneity testing is obtained from pre-test and post-test result. If the results of both tests are similar, the data can be called as homogeneous. Based on the SPSS 28.0 program, the data was called as homogeneous or not through the statements of interpreting decision below:

If the significance value (sig) at "Based on Mean" column > 0.05 , so the data variance was homogeneous.

But if the significance value (sig) at "Based on Mean" column < 0.05 , so the data variance was not homogeneous.

- The Technique of Data Analysis

Method of data analysis is a way to analyze the obtained data. The analysis was used to find the significant difference of the students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022 before and after being taught by using Self-Regulated Strategy Development (SRSD). The data was in the form of scores and processed statistically by using SPSS 28.0 program. To prove the alternative hypothesis (H_a) was accepted or rejected, the writer used the *Paired-Samples T Test* analysis on the program. The data analysis drawn as follow:

1. Formulating the hypothesis, the hypotheses were in the form of:

- Alternative hypothesis (H_a): there was an effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022.
 - Null hypothesis (H_0): there was no effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022.
2. Determining the value of $t_{counted}$ (24.787) where it could be seen on the output of SPSS 28.0 program analysis.
 3. Determining the value of t_{table} (2.05954) where it could be seen through consulting the significance level $0.05 : 2 = 0.025$ (2-tailed test) with the degree of freedom (df) = $N-1$.
 4. Determining the significance value (sig) based on the output of SPSS 28.0 program analysis, where in this case the significance value should be less than 5% of significance level (<0.05).

• Statistical Hypothesis

From the later calculation of *Paired-Samples T Test* analysis on SPSS 28.0 program, it would be got that coefficient of $t_{counted}$ had to be whether higher or lower than the t_{table} coefficient with significance level (α) = 0.025 (2-tailed) and particular number of degree of freedom (df) = $N-1$. This information would indicate:

H_a was accepted and H_0 was declined, if $t_{counted} > t_{table}$ coefficient, or

H_a was declined and H_0 was accepted, if $t_{counted} < t_{table}$ coefficient.

And from the determination of the significance value (sig) based on the output of SPSS 28.0 program analysis,

H_a was accepted and H_0 was declined, if sig. value (2-tailed) < 0.05 , or

H_a was declined and H_0 was accepted, if sig. value (2-tailed) > 0.05 .

III. RESULTS AND DISCUSSIONS

The writer assigned scores to each test after collecting and analyzing the students' responses in the writing test. From the data, it was obtained that the scores of students' pretest and posttest in the testing of writing ability of recount text for experimental group that was taught by applying Self-Regulated Strategy Development (SRSD) were different. The mean score of students in the pretest was 68.65 with the lowest score = 58 and the highest score = 82. Meanwhile, the mean score of students in the posttest was 77.62 with the lowest score = 66 and the highest score = 90. Then it could be seen that the scores of students' pretest and posttest in the testing of writing motivation in recount text for control group that was taught conventionally through a small group discussion were different. The mean score of students in the pretest was 52.92 with the lowest score = 42 and the highest score = 66. Meanwhile, the mean score of students in the posttest was 61.85 with the lowest score = 50 and the highest score = 74.

Furthermore based on the case processing summary by using SPSS 28.0 program, it was obtained the normality analysis of data distribution through *Kolmogorov-Smirnov* analysis. The result was provided on the following table.

Table 3. Tests of Normality

Kolmogorov-Smirnov		
	Groups	Sig.
Student's Scores	Posttest - Experimental	0.201
	Posttest - Control	0.202

From the tests of normality through *Kolmogorov-Smirnov* analysis above, it was got that the significance value on posttest in the experimental group was $0.201 > 0.05$, and the significance value on posttest in the control group was $0.202 > 0.05$. For the reason that both values were higher than the level of

significance (0.05), it could be concluded that the data was in normal distribution.

Based on the case processing summary by using SPSS 28.0 program, it was obtained the homogeneity analysis of data variance where the result was provided on the following table.

Table 4. Test of Homogeneity of Variance

	Category	Sig.
Student's Scores	Based on Mean	0.812
	Based on Median	0.813
	Based on Median and with adjusted <i>df</i>	0.813
	Based on trimmed mean	0.812

From the test of homogeneity of variance above, it was got that the significance value at "Based on Mean" column was $0.812 > 0.05$. Owing to the fact that the value was higher than the level of significance (0.05), it could be concluded that the data variance was homogeneous.

The writer applied the *Paired-Samples T Test* analysis by using SPSS 28.0 program to

find out the effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022. The results of the analysis on the experimental group were displayed into tables below

Table 5. Paired Samples Test

	t	df	Sig. (2-tailed)
Posttest - Pretest	24.787	25	0.000000

From the *Paired-Samples T Test* analysis above, it was got that the significance (sig) 2-tailed value was 0.000000, then to find out the effect of variable X on Y, the value was compared whether it would be higher or lower

than the significance level (0.05). That it was obtained $0.000000 < 0.05$ therefore H_a was accepted and H_0 was rejected. Additionally, the *Paired-Samples T Test* analysis above determined that coefficient of $t_{counted}$ was

24.787 signifying higher than the t_{table} coefficient (2.05954) in with significance level (α) = 0.025 (2-tailed) with degree of freedom (df) = 25, which it shown that H_a was accepted and H_0 was rejected. On that account, this information indicated the hypothesis of the study was accepted that there is a significant effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022.

IV. CONCLUSION

From the result of this study, the writer concluded that there is a significant effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text at the tenth-grade students of MAS Al Washliyah 29 Binjai in academic year of 2021/2022.

On top of that, the *Paired-Samples T Test* analysis shown that the significance (sig) 2-tailed value 0.000000 was lower than the significance level (0.05) and determined that coefficient of $t_{counted}$ was 24.787 signifying higher than the t_{table} coefficient (2.05954) with significance level (α) = 0.025 (2-tailed) with degree of freedom (df) = 25, which those results shown that H_a was accepted and H_0 was declined.

From the conclusion stated above, the writer would like to offer suggestions dealing with the result of this study. The suggestions are that understanding recount texts through Self-Regulated Strategy Development (SRSD) plays a key role in developing language abilities; as a result, students should broaden their writing horizons by reading additional textbooks, publications, and other materials. The students were also required to complete more writing projects, particularly recount texts, in order to improve their capacity to

absorb the text while mastering the writing method and to motivate them to broaden their learning perspectives. And the future researchers that want to observe comparable challenges in teaching English in diverse locations, particularly the students' ability to write recount narratives, will have some useful inputs.

REFERENCES

- Anderson, Mark and Kathy Anderson, 2013. *Text Type in English 2*. Melbourne: Macmillan Aducation Australia Pty. Ltd.
- Ary, Donald; Jacobs, Lucy Cheser; Sorensen, Chris; Razavieh, Asghar. 2016. *Introduction to Research in Education*. Belmont: Wadsworth Cengage Learning.
- Brown, H. Douglas. 2017. *Principles of Language Learning and Teaching Fifth Edition*. New York: Longman.
- Danim, Sudarman, 2016. *Metode Penelitian Untuk Ilmu-Ilmu Perilaku*. Jakarta: Bumi Aksara.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman.
- Hyland, Ken. 2013. *Second Language Writing*. Cambridge: Cambridge University.
- Marczyk, Geoffrey. 2015. *Essentials of Research Design and Methodology*. New Jersey: John Wiley and Son, Inc.
- Megawati, Fika; Anugerahwati. 2012. *A Study on the Teaching of Writing Narrative Texts to Indonesian EFL students*.