

**THE EFFECT OF USING SELF REGULATED STRATEGY
DEVELOPMENT TOWARD SENIOR HIGH SCHOOL STUDENTS'
WRITING ABILITY IN HORTATORY EXPOSITION**

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Abstrak

Kemampuan menulis siswa kelas XI SMA Adabiah Padang masih rendah. Salah satu kesulitan yang dihadapi siswa ketika menulis teks adalah membuat topic kalimat yang benar dan mengembangkan topic kalimat tersebut menjadi kalimat-kalimat yang benar secara tata bahasa. Membuat kalimat yang lengkap dan benar secara tata bahasa merupakan hal yang penting dalam menulis. Dalam penelitian ini, peneliti mencoba untuk mengatasi masalah tersebut dengan menggunakan *Self-Regulated Strategy Development*. Penelitian ini bertujuan untuk melihat dampak dari penggunaan *Self-Regulated Strategy Development* terhadap kemampuan menulis teks *hortatory exposition* siswa kelas XI SMA Adabiah Padang. Jenis penelitian ini adalah penelitian eksperimental yang dilaksanakan di SMA Adabiah Padang. *Self-Regulated Strategy Development* ini memiliki enam proses dalam penggunaannya. Keenam proses ini adalah *developing background knowledge, discussing, modeling, memorizing, supporting, dan write independently*. Melalui pendekatan ini, siswa akan menulis dengan bantuan dirinya sendiri. Siswa akan bertanya kepada dirinya untuk membantu mengembangkan kalimat perkalimat dalam tulisannya. Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi dibandingkan kelas kontrol yaitu 70.23 : 63.63. Dengan menggunakan rumus t-test, diperoleh t-hitung sebesar 3.87 dan t-tabel sebesar 1.68. Hasil tersebut menyatakan bahwa t-hitung > t-tabel pada taraf signifikan 0.05, yang dapat disimpulkan bahwa penerapan *Self-Regulated Strategy Development* terhadap pengajaran *hortatory exposition* text memberikan dampak yang baik terhadap kemampuan menulis siswa dibandingkan dengan metode pembelajaran yang biasa digunakan guru di sekolah.

Kata kunci: *Self Regulated Strategy Development, Hortatory exposition*.

A. Introduction

English is an international language which is used to communicate among the people. In English teaching and learning process, there are four skills that should be mastered. They are listening, speaking, reading, and writing. In writing,

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the recent curriculum stated that the students are taught to be able to develop their communication competence not only in oral, but also in written form. Writing is a process of delivering, and expressing ideas in mind into written form. The ability to express ideas, thought and opinion by using foreign language has become a need in this era. Through writing, the students are able to share ideas and opinion to others in written form, and communicate their message to the readers, for example, by writing email, journals and argumentative essays, and writing article in newspaper.

Though writing skill is taught in language classroom. There still exist some problems faced by the students. First, students get difficulties in making a topic sentence that is related to the topic given. Second, students get difficulty in expressing their idea. It is difficult to them to think what they want to write. They can't make good supporting details for each paragraph. For example "*Smoking is very dangerous. Smoking killed many people.*" They seem to have limited idea when giving their arguments about the topic given.

In hortatory exposition text, the students still cannot make good paragraphs. The researcher assumes that it is because they do not know the elements of the text such as the purpose and also the generic structure of the text used since the teacher do not give a deep explanation in teaching the text. Besides, the strategy used by the teacher in teaching process might also influence the students' ability in writing. Strategy used by the teacher will help students in teaching and learning process, but it can make students confused as well. There are many strategies that can help a teacher in improving their students' writing ability. Every strategy must have strength and weaknesses. It depends on the teachers who use the strategy and also the material. The way of teacher teaching is a key for successful teaching and learning. In teaching writing teachers should give responsibility of improving and enhancing students' writing, in both content and in grammar. Appropriate strategy that a teacher chooses will help students mastering those various in writing easily. In Adabiah school, The English teachers use a strategy adapted from semantic mapping. Teachers draw a big oval and then followed with several smaller ovals. The ovals are empty so the students need to fill them all. However, the students still get confused in writing.

The approach that can help student in writing is *Self Regulated Strategy Development* called SRSD. It will help students to learn, use, and adopt the strategy used by the teacher. The steps in this approach let the teacher to discuss and model the strategy used in the teaching process. Students will also get a chance to encourage a positive self talk which is modeled by the teacher first and then the students will use it by themselves. They can ask themselves in order to make a good writing. In teaching hortatory, the researcher will use Topic identification, Reason, Explaining each sentence, End (TREE) within this approach. Through this approach, the students are expected to be able to write a hortatory exposition. Graham (2006) said that *Self-Regulated Strategy Development* has been found to be successful in many types of writing task, paragraph and persuasive writing. Hortatory exposition is one of a persuasive writing which taught in senior high school in Indonesia.

Moreover, hortatory exposition text is chosen because this text is the first text that is taught to the second year students of Senior high school in the second semester. Besides, this text is simple which just use present tense and it is also suitable with *Self-Regulated Strategy Development* where students need to find and build their own understanding in writing a text.

Due to this reason, researcher wants to conduct this research in order to see the effect of this self regulated strategy development towards students' writing ability. Therefore, it is entitled "*The Effect of Using Self Regulated Strategy Development in Teaching Writing a Hortatory Exposition Text toward Students' Writing Ability at SMA Adabiah Padang*".

B. Research Methods

This research is conducted by using *experimental research design* because It testes the effect of 'Self-Regulated Strategy Development' in teaching writing a hortatory exposition text toward senior high school students' writing ability. Gay (2000:367) mentions that experimental research is the only type of research that can test hypothesis to establish cause-effect relationships.

In this research, the researcher used 'Self-Regulated Strategy Development' as an approach in teaching writing. There were two groups involved. One group was as a control group and another was an experimental group. The experimental group was treated by using 'Self-Regulated Strategy Development, while the control group was treated by using semantic mapping strategy where the students just put their idea into the map. It is a conventional strategy because in senior high school, the researcher assumes that most of the English teachers used mapping in teaching reading and writing to their students

This research used *posttest-only control group design*. Gay and Airasian (2000:393) mention that the posttest-only control group design involves at least two groups, exposed to the different treatment, and post tested. This research used posttest only because the researcher will see the effect of using different treatment in both groups. Both groups had posttest scores to see the effect of the treatment.

C. Findings and Discussion

This research was conducted to see the effect of using *Self Regulated Strategy Development* in teaching writing a hortatory exposition text toward students' writing skill at SMA Adabiah Padang. The data obtained in this research used posttest score in both experimental and control group. The mean score of the students' score in experimental group was 70.23 and the mean score of control group was 63.63.

The normality and homogeneity of the post test scores were also calculated to determine that experimental and control group were relatively and statistically similar after giving treatment. The normality testing result of the experimental and control groups post test showed that the data were normally distributed since the L_{observed} was smaller than L_{table} . Besides, the homogeneity test also showed that both experimental and control groups were homogeneous where F_{observed} was also smaller than F_{table} .

Hypothesis of this research was calculated by using t-test where the result of t_{observed} was 3.87. On the other hand, t_{table} was 1.68 with the level of significance 0.05 and it was smaller than t_{observed} . It means that the data was significantly different and the null hypothesis was rejected. Thus, it can be concluded that using *Self regulated strategy development* in teaching writing a hortatory text gives a significant effect toward students' writing skill.

This research was conducted to see the effect of using *Self-Regulated Strategy Development* in teaching writing a hortatory exposition text toward students' writing ability. There were two groups involved: experimental and control group. The experimental group was treated by using self-regulated strategy development, while the control group was treated by using semantic mapping usually used by teachers in school that was writing individually.

The use of *Self-Regulated Strategy Development* in teaching writing a hortatory exposition text gives a better effect toward students' writing ability. *Self-Regulated Strategy Development* helps students to learn much about the process of writing, how to develop their writing and generate their ideas. This is because they learn how to write hortatory exposition gradually. It is started from a great teacher's involvement to the less in guiding them to write a hortatory exposition text during the writing process to the less teacher's involvement in supporting in writing.

Self-Regulated Strategy Development helps students to improve their writing ability. The students are able to make a good writing since they learn how to write from the early stage of writing. Students get the opportunity to learn how to write a text with their partner and then at the end of the stage the students are able to make their own writing without any helping from teacher or without discussing with their partner.

Both experimental and control group wrote individually in posttest after getting the treatment for seven meetings. From the data which were obtained from posttest, it was found that the t-value was greater than t-table. It meant that the difference between experimental and control group was significant. The comparison of the two mean scores was 70.23 : 63.63. The difference between the two mean scores was 6.6. In addition, the findings showed that the students who got score among 70-79 as the minimal complete criterion in control group was 18.52 %, while in experimental group, it was 46.48 %. It meant that students' writings of experimental group were much better than students' writings of control group.

Using *Self regulated strategy development* gives better effects towards students writing skill. All six stages in this teaching model are really beneficial and helpful for students in the process of writing. The stages are *developing background knowledge, discussing, modelling, memorizing, supporting, and write independently*. Of the six stages, two of them were found help students a lot in writing. Those stages were *Modeling* and *supporting*. These stages helped students a lot in writing because the students get the image of how to write a text from the teacher's model known as TREE, which stands for Topic, Reason, Explain, and End. In the supporting stage, the students write a text guided and

monitored by the teacher. The teacher's involvement, then gradually reduced as the students are able to write the hortatory text.

Besides, this research is also relevant with the research that was done Teal (2008) who implemented *Self Regulated Strategy Development* to improve students' writing by asking themselves to gain more information about the topic that they want to develop. It is also appropriate with this research where students improve their comprehension in writing a hortatory exposition text by concerning its generic structure, language feature and content.

In short, 5E *Self Regulated Strategy Development* give significant effects towards students writing skill in writing a hortatory exposition text and it can help students to build their own understanding and help them to work by themselves at the end.

D. Conclusion and Suggestions

Based on the research finding, it was found that using *Self Regulated Strategy Development* in teaching writing hortatory text toward the second grade students at SMA Adabiah Padang gives significant effects to their writing skill. It could be seen from the mean of students' post-test scores in experimental group higher than the mean of students in control group after giving treatment. The mean of the students in experimental group is 70.23 while the mean in control group is 63.63.

Based on the hypothesis testing, the value of t_{observed} was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}}$). It could be concluded that the difference of students' writing hortatory exposition text between the two groups was considerably significant. From that result, it was decided that null hypothesis was rejected while alternative hypothesis was accepted. Therefore, it can be stated that using *Self Regulated Strategy Development* gives significant effects towards students' writing skill in writing hortatory exposition text.

Based on the conclusion above, it is suggested that the English teachers apply the *Self Regulated Strategy Development* in teaching persuasive text such as analytical and hortatory exposition in writing class. It is also suggested that the next researchers who are interested in conducting the similar topic, using Self regulated Strategy development as English teaching to conduct experimental research more than 8 meetings, so that the students can develop their knowledge/ability in writing using this *Self Regulated Strategy Development*.

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