

## SELF-REGULATED LEARNING STRATEGY BASED WRITING INSTRUCTION TO PROMOTE STUDENTS' ARGUMENTATIVE ESSAY WRITING ABILITY

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### ABSTRACT

This study was aimed to know whether self-regulated promoted students' argumentative essay writing, to know the students' perception, and to know what aspect of writing was mostly increased by using self-regulated learning strategy based writing instruction. This research was qualitative and quantitative research based on one-group pretest-posttest design. The subjects of the research were students of English Education Department at UIN Raden Intan Lampung. There were three instruments administered in this study, namely: interview, questionnaire, and writing test. Related to the implementation of modified self-regulated learning strategy in the classroom, the finding of this present study showed that self-regulated promoted students' argumentative essay writing. The mean of pretest was 53.30 and mean of posttest was 72.85. In addition, the students' perception showed that they *sometimes* did the self-regulation on their activity. Besides, the aspect of writing that increased the most by using self-regulated learning strategy based writing instruction was grammar. The applying self-regulated learning strategy based writing instruction not only benefits classroom practice but also promotes the learners' ability to select appropriate strategies for a particular task.

*Key words:* Self-Regulated Learning Strategy, Students' perception, Writing ability

## STRATEGI PEMBELAJARAN *SELF-REGULATED* BERDASARKAN PENGAJARAN MENULIS UNTUK MENINGKATKAN KEMAMPUAN MENULIS ARGUMENTATIF ESAI SISWA

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah strategi pembelajaran *self-regulated* mampu meningkatkan kemampuan menulis esai argumentative siswa, untuk mengetahui respon siswa, dan untuk mengetahui aspek menulis yang lebih meningkat. Penelitian ini menggunakan penelitian kuantitatif dan kualitatif. Subjek penelitian ini adalah mahasiswa jurusan Pendidikan Bahasa Inggris UIN Raden Intan. Untuk mengumpulkan data, peneliti memberikan tes menulis esai argumentative, membagikan kuesioner, dan wawancara. Kemudian data di analisis secara kuantitatif dan kualitatif. Berdasarkan penerapan strategi pembelajaran *self-regulated* di kelas, hasil penelitian tersebut menunjukkan bahwa strategi pembelajaran *self-regulated* meningkatkan kemampuan menulis esai argumentative siswa. Hal ini ditunjukkan dari perbedaan hasil pretest 53.30 dan posttest 72.85. Hasil persepsi menunjukkan bahwa siswa *terkadang* menerapkan strategi pembelajaran *self-regulated*. Aspek menulis yang paling meningkat dalam menerapkan strategi pembelajaran *self-regulated* adalah penguasaan tata bahasa. Penerapan strategi pembelajaran *self-regulated* tidak hanya meningkatkan kemampuan menulis siswa, tapi juga meningkatkan kemampuan mereka untuk memilih strategi yang tepat dan menyelesaikan tugas.

*Kata kunci:* Strategi pembelajaran *self-regulated*, Persepsi siswa, Kemampuan menulis

## INTRODUCTION

Effective communication is the result of learning a second language and learning the second language includes the use of four main skills including listening, speaking, reading, and writing. Writing is one of the skills in English which demands the students are to be able to express their feeling and ideas in written form. In addition, according to Nezakatgoo (2010), writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, diction, and so on.

Learning how to write well and increasing writing ability should be done by university students as the academic figure, especially who learn English as foreign language such as Indonesian students, for they are demanded not only to be able in writing a sentence, but also to produce and arrange their ideas into paragraphs and even an essay in English in order to make them easy in making their script, thesis, or dissertation later, in which the information within it can be read and useful for either the readers generally, or academic society specially.

Self-regulated learning strategy is one of learning strategies that can be used by the learners. The utilization of self-regulated learning is known as a sophisticated process comprised the awareness and application of learning strategies further, comprehensive cognition and self-awareness. Schunk and Rice (1998) suggest that to promote students' self-regulated learning, they are provided with opportunities for self-reflective practices that improve their skills to monitor, evaluate and adjust their performance during learning process. These practices help students to find their own learning strategies that reinforce their learning and achievement most effectively. As long as self-regulation is not a personality trait, students can manage their behaviors and affect to enhance their learning and performance.

A self-regulated cycle helps students enhancing their learning and perception of control over the learning process. Thus, regarding this viewpoint to learning process, recent research in the field of self-regulated learning has emphasized the important role of locus of control dimensions and attributions as motivational variables of self-regulated learning. It is supported by Zimmerman and Schunk (2008) who defined self-regulated learning as feelings, actions and thoughts that are self-generated and

directed regularly toward the achievement of students' goals.

Nevertheless, there are some previous researches in self-regulated learning strategy. Mason, Harris, and Graham cited in Mansoor (2015) argue that instruction on self-regulated strategy development is a strong approach to address writing deficiencies of learners with regard to various processes involved in composition, stages such as planning, editing, and managing the writing process. In addition, Souvignier and Mokhesgerami cited in Mansoor (2015) investigated the effects of self-regulated learning in classrooms to find an answer to the question whether strategy instruction could improve reading comprehension skills. Taking an experimental design, three groups of students received instruction based on the principles of motivational aspects of self-regulations, cognitive self-regulated and reading strategies.

De La Paz (1999) investigated the effects of self-regulated strategy development on writing expository essays for middle school students with and without specific behavioral disabilities. Twenty-two learners took part in the study and received explicit (direct) instruction via two well-known self-regulatory strategies as far as writing skill is concerned; the PLAN (Pay attention to the prompt, List main ideas, Add supporting ideas, and Number your ideas) + WRITE (Work from your plan to develop your thesis statement, Remember your goals, Include transition words for each paragraph, Try to use different kinds

of sentence, and Exciting, interesting, 1000 words) strategy.

Saddler, Moran, Graham, and Harris cited in Mansoor (2015) examined the effect of self-regulated strategy development model of instruction on the writing ability of struggling writers. Personal narrative and story writing were the target genre investigated in their study. The participants consisted of three male and three female students. During the treatment, students were taught how to plan and write a story on the basis of the self-regulated strategy development strategy for writing a story.

In addition, instruction on self-regulated learning strategy is a strong approach to address writing deficiencies of learners with regard to various processes involved in composition, stages such as planning, editing, and managing the writing process. Teaching self-regulated has been a hot topic for discussion in the field of education. As far as classroom learning, as opposed to independent learning, is concerned, there is a persistent need to implement specific and well-designed instructional procedures if students are likely to display promising learning behavior in the classroom. Several studies have been conducted to determine the effectiveness of self-regulated strategies and students achievement.

The last previous study was done by Samani (2015). This research was the efficacy of Self regulated learning strategy in Enhancing Intermediate Iranian EFL Learners' meta-cognitive Awareness and

Listening Skill. The current study aimed to investigate the effect of self-regulated strategy development on listening comprehension of Iranian EFL learners.

To know whether the use of self-regulated learning strategy based writing instruction result in students' argumentative essay writing, researcher conducted a study with the following proposed research questions: (1) Does self-regulated learning strategy based writing instruction promote students' argumentative essay writing? (2) What aspect of writing is mostly influenced by using self-regulated learning strategy based writing instruction? (3) What are students' perceptions to the use of self-regulated learning strategy based writing instruction?

## METHODS

This research used quantitative and qualitative method. This research was one group pretest–posttest design. This research was conducted to the secondary level students in EFL context. The population of the research was the fourth semester of English education at State Institute of Islamic Studies Raden Intan Lampung. Each class consisted of 38 students. The class was taught through self-regulated learning strategy based writing instruction.

To collect the data, the researcher administered writing tests (pretest and posttest), questionnaire, and interview. To analyze students' writing test, the researcher used *Independent T-test* computed through IBM SPSS Statistics 23. It consisted of 30 items and 10 items.

To make sure the test reflected the theory on self-regulated learning strategy based writing instructions, the researcher examines whether the essay test actually reflected the means of writing or not. The test consists of the aspects of writing test. They are content, vocabulary, organization, language, and mechanics.

The validity of questionnaire, the researcher chose an expert judge or rater to checked meaning of the questionnaire items. The questionnaire consisted of 30 items. The questionnaire statements were translated into Bahasa. In addition, the validity of interview, the researcher got the items of interview based on the statements of questionnaire. The interview refers to the points of questionnaire and it was based on the researcher's need.

After calculating the reliability of students' writing tests, it was found that every score was reliable. In details, the results of the reliability of each score were as follows.

**Table 1. The Reliability of Students' Writing Pretest and Posttest Score**

	<b>Reliability</b>	<b>Criteria</b>
Pretest	0.9819	Very high reliability
Posttest	0.92436	Very high reliability

In line with Table 3.6.above, the reliability of writing pretest score showed that it was 0.9819. Referring to the criteria, it belonged to Very high reliability. Then it was revealed that

the reliability of writing posttest score was 0.92436. Referring to the criteria, it belonged to Very high reliability as well.

**Table 2. The Reliability of Students' Writing Posttest Aspects**

Aspects	Reliability	Criteria
Content	0.79279	High reliability
Organization	0.76763	High reliability
Vocabulary	0.77685	High reliability
Language Use	0.86548	Very high reliability
Mechanics	0.73423	High reliability

**Table 3.The Reliability of Students' Perception**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,985	,986	2

## RESULTS AND DISCUSSION

To answer the first research question, the researcher compared the

results of pretest and posttest. The results were as follows.

**Table 4  
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 <b>Pre Test</b>	<b>53.3000</b>	<b>30</b>	<b>15.55446</b>	<b>2.83984</b>
PostTest	72.8500	30	13.02527	2.37808

**Table 5  
Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	1.755	14.60358	2.66624	23.00307	12.09693	6.582	29	.000

As seen in Table5, the students' pretest and post-test score had significant difference in their writing achievement. The result of Paired Sample T- Test indicated the influence of the treatment on the students' scores was significant, since the value of variable sig. (2-tailed) was  $.000 \leq 0.05$ . The analysis of the

collected data showed statistically significant positive influenced by using self-regulated learning strategy and improving students' argumentative essay writing achievement.

To answer the second research question, the researcher compared the results of pretest and posttest. The results were as follows.

**Table 6**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<b>Content1</b>	<b>12.5333</b>	<b>30</b>	<b>3.94342</b>	<b>.71997</b>
	Content2	17.7167	30	5.41021	.98777
Pair 2	<b>Organization1</b>	<b>11.6333</b>	<b>30</b>	<b>4.29100</b>	<b>.78343</b>
	Organization2	15.8167	30	3.27078	.59716
Pair 3	<b>Vocabulary1</b>	<b>12.5667</b>	<b>30</b>	<b>4.15172</b>	<b>.75800</b>
	Vocabulary2	16.6500	30	2.64624	.48314
Pair 4	<b>Grammar1</b>	<b>16.5333</b>	<b>30</b>	<b>5.12589</b>	<b>.93585</b>
	Grammar2	18.4167	30	4.90792	.89606
Pair 5	<b>Mechanic1</b>	<b>4.7000</b>	<b>30</b>	<b>.63788</b>	<b>.11646</b>
	Mechanic2	4.0167	30	.79311	.14480

**Table 7**  
**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	2,000	3,063	,559	3,144	,856	3,577	29	,001

Students' Pre Test and Post Test scores from writing test were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was administered to see what aspects of writing would be influenced between their Pre Test and Post Test score of their writing achievement. The aspects

of writing that were influenced by using self-regulated learning strategy were content, organization, grammar, and vocabulary. However, the most aspect that was influenced was grammar. It can be seen from the students' writing achievement between pre test and post test that was 16.5333 to 18.4167.

To answer the third research question, the researcher calculated

result of questionnaire. The results were as follows.

**Table 8**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Goal Setting and Planning	30	2.17	2.92	2.5028	.24319
Time Management	30	2.20	3.80	2.8467	.40235
Self-Monitoring	30	2.00	3.86	2.8048	.47968
Self-Evaluation	30	2.50	4.00	<b>3.0833</b>	.48295
Valid N (listwise)	30				

**Table 9**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	30	2.43	3.27	2.7467	.23170
Valid N (listwise)	30				

Based on the table above, it can be seen that there were 30 students that were administered this questionnaire. The data showed that mean of the questionnaire was 2.7467. The maximum score was 3.27 and the minimum score was 2.43. The researcher used scale 1-4 to know the students' responses. Number 1 refers to never, number 2 refers to sometimes, number 3 refers to often, and number 4 refers to never. The mean was 2.7467. It meant that the students sometimes used the self-regulated learning strategy on their writing process. It was caused because the students did not apply the self-regulated on their activity. They did not have high motivation to do something.

To support the data obtained from students' perception questionnaire, the researcher conducted interview. Interview was conducted to seven students in the

class. The researcher saw that those seven students could represent the class since they had good ability in delivering their idea. This fact was seen by the researcher during the treatments. Seeing that, the researcher expected that those five students could give clear information which was needed.

Based on the answers given by the respondents through interview about students' perception on self-regulated learning strategy based writing instruction, the students said they faced difficulties on essay writing. They faced difficulties in expressing their ideas, using correct grammar, and making a paragraph coherent. In addition, they faced difficulties in determining the topic, setting some plans. In addition, they never made questions before they wrote, they did not have motivation to write, and they did not have motivation to write.

Students' Pre Test and Post Test scores from writing test were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was administered to see what aspects of writing would be influenced between their Pre Test and Post Test score of their writing achievement. The aspects of writing that were influenced by using self-regulated learning strategy were content, organization, grammar, and vocabulary. However, the most aspect that was influenced was grammar. It can be seen from the students' writing achievement between pre test and post test that was 16.5333 to 18.4167.

In the previous study, De La Paz (1999) investigated the effects of self regulated strategy development on writing expository essays for middle school students with and without specific behavioral disabilities. Twenty-two learners took part in the study and received explicit (direct) instruction via two well-known self regulatory strategies as far as writing skill is concerned; the PLAN+WRITE strategy. Results of the study revealed that the majority of students were able to develop sequential, multi-paragraph essays, and students were seen to be engaged in planning and pre-writing strategies that resulted in an improvement in the quality of written compositions.

In addition, Saddler, Moran, Graham, and Harris (2004) examined the effect of self-regulated strategy development model of instruction on the writing ability of struggling writers. Personal narrative and story

writing were the target genres investigated in their study. The participants consisted of three male and three female students. During the treatment, students were taught how to plan and write a story on the basis of the SRSD strategy for writing a story. Having received instruction, the students were able to write both stories and personal narratives on their own; the essays were then assessed for number of paragraphs (length), number of story components, and the overall writing quality. It was found that students' written stories were more mature, longer, and qualitatively improved. Further, findings showed similar effects in almost all personal narratives and an uninstructed genre.

Within similar lines of inquiry, Saddler (2006) carried out a study similar in design, instrumentation, procedures, and materials to that of Saddler et al. (2014) study but he added less proficient writers. The findings indicated that as a result of SRSD instruction students wrote longer, improved, and more complete stories. Moreover, participants were reported to spend more time planning their compositions far after the instructional intervention had terminated. As the results of these studies clearly illustrate, explicit teaching of self regulatory writing strategies to students focussing on planning, monitoring, drafting, evaluating, and revising is a promising instructional activity to be included in both first and foreign language or second language teaching, and learning. Moreover, the procedures encompassed in SRSD are most often



informed by research findings in the domains of writing instruction, self-regulation, and other similar effective instructional practices.

Zimmerman, Bonner, and Kovach cited in Zimmerman (1998) argued that students' self-regulation can be taught and improved through the students' own efforts. However, promoting students' self-regulation is not an easy task because it requires them to spend a lot of time and energy. In addition, promoting self-regulation is only possible when students experience the benefits of self-regulation. Many researchers argued that the effective way to improve students' SRL skill is to embed SRL strategies into the context. This is because students do not apply the learned SRL skills into their learning context after they learned self-regulated learning skills. Also, it is important to have students experience and use the designed SRL skills into their learning. It is true that many students even do not click a designed content or button and ignore many important learning events designed for them.

Based on the result of students' perception, the data showed that the mean was 2.7467. It means that the students sometimes used the self-regulated learning strategy on their writing process. It was caused the students did not apply the self-regulated on their activity. They did not have high motivation to do something. It is supported by Mikroyannidis (2011), in line with their previous responses, the majority of participants registered an agreement

with the statements that students with high SRL can perform better and reach their learning goals more efficiently (i.e. in a shorter period of time), more effectively (i.e. with fewer problems or mistakes) and more satisfactorily (i.e. with less frustration or discomfort, higher pleasure) than those with a low SRL. Finally, 94% of the respondents stated that they encouraged SRL among their students, while 88% indicated that they should encourage more SRL in their courses. The participants were also asked about the learning resources or other instruments that they use to encourage SRL. According to their responses, most educators point students to relevant learning materials and institutional services, while some others adapt their teaching methods.

## **CONCLUSION AND SUGGESTION**

In line with the results and discussions above, the researcher draws the conclusions as follows: (1) The researcher was able to use the self-regulated strategy development model of instruction to teach writing to the pre-intermediate students. (2) The findings of the current study have implications for teachers and educators regarding to TEFL in particular and education in general. Teachers can help learners use different learning strategies to facilitate their language learning. (3) Related to self-regulated learning strategy, students have negative perception. It might be caused by many factors, such as their habit in learning that they do not apply

self-regulated learning strategy completely.

By considering the conclusions above, the researcher proposes some suggestions as follows: (1) The study provides further evidence for the benefits of self-regulated learning strategy based writing instruction. Teachers can help learners to apply these strategies in improving their writing skills. In other words, teaching students to use self-regulated learning strategies has produced good results in their grammar. (2) As this study is only about the influence of self-regulated learning strategy on writing skill, more research should be carried out to investigate the effect of certain self-regulated learning strategies on different languages skills in order to claim that self-regulated learning strategy is effective in learning English in general. Besides that, the others can train learners in other types of strategies. (3) The present study has limitation of time in training the learners. (4) To continue exploring the effect of self-regulated learning strategies on language learning areas, it is suggested to extend the procedures carried out in the other studies.

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