SELF- REGULATED STRATEGY DEVELOPMENT (SRSD) METHOD:

EFFECTS IN THE STUDENTS' WRITING SKILL.

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ABSTRACT: This study was conducted to know the significant difference in students' writing skill using SRSD method and to know which groups get better achievement in writing skill at the tenth grade of MAN 1 Surakarta. The researcher used experimental research which was conducted from April until May 2018. The data were collected by using written test. The results of tests were analyzed by using normality, homogeneity, t- test independent, and t-test non independent. The first result showed that there was significant difference in students' writing skill between experimental class who was taught by using SRSD method and control class who was taught using conventional method. It could be proven from the result of t- test independent with the value of t was 1.78 of pre-test and the value of t of post-test was 1.74. It was higher than t table (α 0.05) = 1.67. The second result showed that experimental group gets better achievement than control group. It was shown by the mean of post- test of experimental (73.61) was higher than the mean score of control class (70.57). In addition, the computation of t-test non independent showed that t value of SRSD method (10.37) was greater than t value of conventional method (9.05) with α = 0.05 and df = 26.

Keywords: *Self- Regulated Strategy Development, SRSD Method, Experimental Research. Writing Skill,*

ABSTRAK: Penelitian ini dilaksanakan untuk mengetahui perbedaan yang signifikan dalam kemampuan menulis siswa menggunakan metode SRSD dan untuk mengetahui kelompok mana yang mendapatkan pencapaian menulis lebih baik di MAN 1 Surakarta. Peneliti mengguanakan penelitian eksperimen yang dilaksanakan pada April sampai dengan Mei 2018. Data diperoleh menggunakan tes menulis. Hasil dari tes tertulis dianalisis dengan normalitas, homogenitas, t- tes independen dan t- tes tidak independen. Hasil temuan pertama menunjukan bahwa terdapat perbedaan yang signifikan dalam kemampuan menulis siswa antara kelas eksperimen yang diajari menggunakan metode SRSD dan kelas kontrol yang diajari dengan metode konvensional. Pernyataan tersebut dapat dibuktikan dari hasil dari t- tes independen dengan nilai t dalam pre- tes adalah 1.78 dan nilai t dalam post- tes adalah 1.74. Nilai tersebut lebih besar dari tabel t (α 0.05) = 1.67. Hasil temuan kedua menunjukan bahwa kelas eksperimen memperoleh pencapaian lebih baik dibandingkan dengan kelas kontrol. Hal ini ditunjukan dari nilai rata- rata dalam post- tes kelas eksperimental (73.62) lebih besar dari nilai rata- rata kelas kontrol (70.57). Selain itu, hasil dari perhitungan t- tes non independen menunjukan bahwa nilai t dari kelas eksperimen (10.37) lebih besar dari nilai t dari kelas kontrol (9.05) dengan α = 0.05 dan df = 26.

Kata kunci: Self-Regulated Strategy Development, Metode SRSD, Penelitian Eksperimental, Kemampuan menulis

INTRODUCTION

Writing is one of the important skills that should be mastered by the students to make communication using written language. According to Spratt, Pulverness, & Williams (2011: 26), writing is an activity to deliver a message by using letters and words to form series of related sentences. In other sides, a few of students can deliver their idea into written text because they thought that writing is difficult activity. Richard and Renandya (2002: 303) state that writing is the hardest skill because the learners have to explore ideas, to organize, and to develop the main idea into readable text which makes the learner difficult in the process of writing. In addition, the students also need to follow some steps in the process of writing. The process of writing make the students become active with do some practices such as make an idea, arrange into sentence, and reread the written product. Langan (2009:11) states that writing is a skill that can be mastered by everyone with doing some practices. The students become skillful writer with do some exercises in writing skill.

Based on the definitions above, it can be concluded that writing skill is an activity done by person or group to develop ideas to make good communication to the other people by using written language. Writing also requires a series of processes that support an appropriate text with the correct grammar.

Self- Regulated Strategy Development method is the combination of writing strategies with using acronym and self- regulation. According to Santangelo, Harris, and Graham (2008: 81), SRSD has two different aspects with other methods in teaching writing. First, this method is based on the research about the students' self regulation in psychological aspect. The self regulation is let the students control their behavior during the learning process. Second, this method can help students with learning difficulty using powerful writing strategy, acronym based on the genre of the text, students' writing checklist, and make the students mixed up with writing process. Furthermore, Harris & Graham, (2016: 81) also define that "Self-Regulated Strategy Development can develop five main aspects of students' performance such as genre elements included in writing, quality in writing, knowledge of writing, approach to writing, motivation, and self- efficacy". The SRSD method make the students become creative writer with pay attention to the important steps of making good writing. Graham & Harris (2005) in Santangelo et al. (2008: 78) state that Self- Regulated Strategy

Development (SRSD) is an instructional procedure for teaching students how to be good writer by learning some steps of writing such as planning, drafting, revising strategies. This method makes the students enhance their writing quality in length of sentences and organization of the texts.

From the theories above, it can be concluded that Self- Regulated Strategy Development is a writing strategy which gives the students self- regulation. Self-regulation focuses on the importance of students' obligation in their process of studying. The teacher let the students to develop the strategy by them self. SRSD also include some aspect such as motivation, goal- setting, and also acronym of writing strategy.

The SRSD method has six stages of instruction which can reorder and recombine based on the students' need. According to Graham & Harris (2005: 26) in (Akincilar, 2010: 41), there six phases of SRSD method are developing background knowledge, discussing it, modeling it, making the students memorize it, supporting it, and independent performance.

This research was designed to know the effectiveness of using Self- Regulated Strategy Development method in writing skill.

METHODOLOGY

The researcher employed an experimental research in this study. According to Ary et al. (2010: 26) reported that experimental research is some investigating of the impact of manipulating one variable on other variables. This research consists of two variables namely Self- Regulated Strategy Development methods as independent variables and students' writing skill as dependent variable. This research was designed to measure the effect of SRSD method in teaching writing skill at tenth grade of MAN 1 Surakarta.

This research focused on how SRSD method influences the students' writing skill. The research design required two groups, one class as the experimental group that got the treatment with SRSD method and another group as the control class that be taught with conventional method. Class of X IPA 1 was as experimental group consisted of 26 students and class of X IPA 2 was as control group consisted of 26 students.

Collecting and Analyzing Data

This experimental research used quantitative data in collecting the data. The researcher used test as data collection technique. The written test is used to know the students' achievement in writing skill. The researcher gave pre- test to both control and experimental groups. After

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that, the researcher focused to give treatment to experimental class by using Self- Regulated Strategy Development method. The researcher gave post- test in two groups. After the researcher collected the data needed, the data were analyzed by using normality test, homogeneity test, t- test independent, and t- test non independent.

RESULT AND DISCUSSION

The researcher applied the six stages of SRSD method in teaching writing skill to help the students to master the writing indicator. In this research, the researcher gave pre- test to both control and experimental groups to know the basic ability in writing skill. After that, the researcher gave treatments to the experimental group by using SRSD and the control group was taught by the English teacher with conventional method. The researcher focused in narrative text of second semester of MAN 1 Surakarta. The students was introduced about; organization of the narrative text, content, and the language feature of narrative text. In teaching about organization of the text, the researcher used acronym of SRSD method namely POW + WWW What= 2 How= 2. The students recognized and memorized the acronym in order to make a great narrative paragraph. The acronym represents the structure of narrative text

such as POW= Pick an idea, Organize my notes, and Write more, WWW What= 2 How = 2 represents the detail information of the narrative story such as the setting of the story, the problem of the story, and the ending of the story. The researcher also introduced the grammar used in narrative text such simple past tense, past tense continuous, and past perfect tense. The researcher asked the students to write simple narrative text by using POW+ WWW What=2 How=2. After finishing the narrative text, the students checked their writing product using self- assessment in pair. The students also got the acronym of vocabulary order namely DOSASCOM (determiner, opinion, size, age, shape, color, origin, and material). By using that acronym, the students were expected to write some vocabulary in correct manner. The researcher made the students to become a creative writer. The material focused on direct and indirect speech, figurative language, and mechanic. The researcher also addressed all components of writing to make the students easily to memorize. At last, the researcher gave post test in two classes. The data which was analyzed in this research was taken from the result of the test.

The researcher used t-test independent and non independent formula to count the data. T-test independent was used to find out a significant difference

between the experimental group and the control group and t- test non independent is used to know significant difference of pre- test and post- test in every sample. Before analyzing t-test, the data of this research needed to be tested for the normality and the homogeneity. The normality test was used to know the distribution of the experimental and control gorups, while the homogeneity test was used to know whether the two samples homogeneous or not. The results of the data analysis were as follows:

Normality Test

In the result of normality test of pre- test, the data of experimental group who taught using SRSD method was 0, 11345. From the table of *Liliefors* test with the number of students (n) =26 at the level of significance 0.05 (α=0.05) = 0.161. Because the value of Lo (L $_{obtained}$) was lower than L_t (L_{table}) or Lo (0, 11345) < Lt (0.161), it could be concluded that the data of experimental class were in normal distribution. Meanwhile, it could be seen that the data of the control class taught using conventional method showed that Lo was 0, 1585. From the table of *Liliefors* test with the number of students (n) =26 at the level of significance 0.05 (α=0.05) =0.161. Because the value of Lo was lower than Lt or (0.1585 < 0.161), it could be concluded that the data of the control class were in normal distribution.

Moreover, the result of normality test of post- test of experimental class was 0.1070. According to the table of *Liliefors* test with the number of students (n) =26 at the level of significance 0.05 (α=0.05) = 0.161. Because the value of Lo (L $_{obtained}$) was lower than L_t (L_{table}) or Lo (0.1070) < Lt (0.161), it could be concluded that the post- test data of experimental class were in normal distribution. Whereas, based on the calculation of control class who were taught using traditional method, it could be seen that the data of the control class showed that Lo was 0.1321. From the table of critical value of *Liliefors* test with the number of students (n) =26 at the level of significance 0.05 (α=0.05) =0.161. Because the value of Lo was lower than Lt or (0.1321 < 0.161), it could be concluded that the data of the control class were in normal distribution.

Homogeneity Test

Bartlett formula and Chi-Square table were used in this homogeneity test. The level of significance of 0.05 (α=0.05). In this research, the criteria for homogeneity test are as follows:

$X^2 < X_{table}$ = the data are homogeneous.
$X^2 > X_{table}$ = the data are not homogeneous.

From the computation of homogeneity test in the pre-test, It was found that the score of χ^2 was 0, 2611.

From the table of Bartlett's formula with significance 0.05, the score of x table was 3.841 or $X_o < X_{table}$. It could be concluded that the data were homogeneous.

From the computation of homogeneity test in the post-test, the score of χ^2 was 0.0080. From the table of Bartlett's formula with significance 0.05, the score of x table was 3.841 or $X_o < X_{table}$. It could be concluded that the data were homogeneous.

T- Test Independent

After knowing the result of normality and homogeneity test, the next step is testing the hypothesis using t test independent.

Table 1. Independent T-test

Test	t_{obt}	t_{table}
Pre-test	1.78	1.67
Post-test	1.74	1.67

On the table above, it showed the difference in pre-test and post-test both of classes. The value of t_{use} or t_o in pre-test was 1.78. It was higher than t_{table} or $t_{(0.05)}$ =1.67 ($t_o > t_t$). It can be concluded that, there was significance difference in students' writing skill between control class and experimental class. The control c test (59.8) than experimental class (56.8). Meanwhile, after the experimental class got a treatment using SRSD method. In the post- test, the value of t_{use} or t_o was 1.74. It was higher than t_{table} or $t_{(0.05)}$ =1.67 ($t_o > t_t$). It can be concluded that, there was significance difference in students' writing skill between control class and experimental class. The writing score of experimental class was higher than control class in the post- test.

T- Test Non Independent

The result of t-test non independent between pre-test and post-post of conventional method was 9.05 and the t-test of SRSD method was 10.37. Then this result of pre-test and post-test of conventional and SRSD method could be compared with df = n-1= 26-1 = 25, and based on the t table values, the significance 5% was 1.70. It could be seen that the result t- test non independent of SRSD method (10.37) was higher than conventional method (9.05).

The result of the study showed that there was significant difference in teaching writing skill through the SRSD method. It was supported by the result of the t-test independent of the post- test mean scores between experimental and control group. The computation of t-test independent showed that t value (1.74) was greater than t table (1.67) with α = 0.05 and *df* = 50. Furthermore, the researcher found that the SRSD method got better achievement in writing skill. It could be seen from the

mean score of post- test of experimental group was higher than control group (73.61 >70.57). The students' writing improvement of experimental group was also supported by the result of the t-test non independent. It compares mean scores between pre- test and post- test in conventional method and SRSD method. The computation of t-test non independent showed that t value of SRSD method (10.37) was greater than t value of conventional method (9.05) with α = 0.05 and df = 26. It can be concluded that Self-Regulated Strategy Development method significantly affect the students' writing skill.

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The students had problem in making written text because they do not know how to put idea into correct sentences. They wrote some sentences without giving supporting sentences related to the main idea. The students' writing text was not transfer the content of the story to the reader. The students also wrote the story without pay attention on the structure of the text. After getting the treatment, experimental group made any improvement in some aspects of writing indicator. The highest improvement of the students' writing skill was content and organization. Saddler, Moran, Graham, and Harris (2004) explained that the students were able to narrative text independently. The students' essay indicated that the component of the story was more complete, longer, and better in quality. It supported the previous study that SRSD method can made the students easier to

develop the organization and make the detail information of the story.

CONCLUSION

Based on the result of the data analysis, it was found that there was significant difference in teaching writing skill using Self- Regulated Strategy Development method. It could be proved from the result of t- test independent t_{value} 1.74 was higher than t_{table} (df= 50, α= 0,05) 1.67. In conclusion, Ho is rejected and Ha is accepted, and it means that "there is a significant difference between using and without using SRSD in teaching writing skill at the tenth grade of MAN 1 Surakarta 2017/2018 academic year". The computation of t-test showed that the experimental group has better achievement in writing skill than control group.

Based on the result of this research, the experimental group has better writing skill than the control group covering all indicators of writing such as organization, content, grammar, vocabulary, and grammar. It could be seen that the post test mean score of experimental group (73.61) was greater than the post- test mean score of control class (70.57). In addition, the result of t- test non independent showed that t value of conventional method (9.0532) was lower than t value of SRSD method (10.3764). It could be concluded that the experimental group who taught using SRSD method has better score in writing skill than the control group.

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