

## Empowering students' personal recount writing and motivation to write through self-regulated strategy development model

Uli Fauziyah Miatin<sup>1</sup>, Pangesti Wiedarti<sup>2</sup>

<sup>1</sup>Department of English Language Education, Yogyakarta State University, Indonesia

<sup>2</sup>Department of Indonesian Literature, Yogyakarta State University, Indonesia

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### ABSTRACT

This article reports a study of results of Self-Regulated Strategy Development (SRSD) model on the teaching of English writing, particularly on students' personal recount writing and their motivation to write. The study was aimed at investigating whether: 1) SRSD was effective toward students' personal recount writing and 2) SRSD was effective toward students' writing motivation. A quasi-experimental research in the form of pre-test posttest control group design was applied in the study. To date, second year students in a junior high school in Kebumen, Central Java, Indonesia were used as the participants of the study. There were 60 students participated in the study whereby 30 of them were assigned into the experimental group received the SRSD model; and another 30 students were administered into the control group with the conventional teaching model. Results on MANCOVA show that students' writing performance in the experimental group was significantly higher than that of the control group with  $p=0.017$  while students' writing motivation in the experimental group was insignificantly higher compared with the control group with  $p=0.104$ . This indicates that although SRSD was effective toward students' personal recount writing, its effectiveness couldn't be followed by students' writing motivation.

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### Corresponding Author:

Uli Fauziyah Miatin

Department of English Language Education,

Graduate School,

Yogyakarta State University,

Jalan Colombo No. 1, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

Email: ulifauziyahmiatin@gmail.com

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## 1. INTRODUCTION

Educators need to be aware and concern with the importance of writing among students in schools and universities for them to be able to survive in today's demands of life. This concern falls into two reasons. First, when the students come into workplace, writing skill becomes one of the means for gaining a higher position or more salaries. Writing reports, journals, results of analysis, or instructions is always been followed in any professions. More capability, credibility, intelligence, and responsibility are seen to be granted to those with a better writing skill. Therefore, ones with good writing skill are more valued in the workplace than others in the same office with lower writing skill which may affect their different position or salaries. Second, in the academic performance, writing skill becomes one of the skills needed to accomplish an educational level. Writing is often used as the medium to demonstrate comprehension of knowledge gained from schools and universities. Many examinations rely on students' writing in assessing what has been learnt throughout the learning process. As the consequence, poor writing skill will be resulted on the low achievement of the students' academic performance despite of long learning for years.

Nevertheless, despite of how important, having a good writing skill is considered to be difficult for Indonesian students notably when they have to compose an English essay. The differences between *bahasa*

*Indonesia* and English make students' text production to contain errors in sentence structure, inappropriateness of words usage in context and unacceptable style of writing [1]. In addition, the difference of culture between Indonesia and English speaking countries often makes students' compositions to not conform with the English culture caused them to be awkward when read by native speakers of English. This becomes worst when they do not have sufficient motivation in writing which may affect the quality of their produced texts.

Motivation in the writing process is essential to be maintained as it is a necessary substance for the success of writing achievement [2]. This important role of motivation in students' writing achievement is proven by a study from Nasihah and Cahyono [3] which shows a positive correlation between students' motivation and their writing achievement indicating that the more motivation students have in writing the target language, the higher writing achievement they will gain in return. For this reason, it is important for the teachers to not only teach writing skill but also to foster and maintain students' motivation in writing. This is in line with Hyland [4] that emphasizes the need of teachers to attend both cognitive and motivational factors in second and foreign language classrooms.

The difficulties of writing possess by Indonesian students and the low motivation in writing students might have, however, are not gaining attention for the teachers to focus on the ways to find the solutions. Indonesian teachers in junior or senior high schools tend to focus on teaching text comprehension rather than text production. This, in result, neglects the importance of teaching writing despite of how importance yet how difficult it is for Indonesian students to master. Hence, most of the time teachers devote during the teaching and learning process in the classroom is limited to teach students' text comprehension. Although when they have the willingness to teach writing, they only asked the students to write on a paper based on a topic and ignore the importance of writing process [1] which are very important in the development of students' writing.

Given the importance of writing and how motivation in writing affects students' writing performance is necessary to be taken into account. The current study, therefore, was carried out to examine the effectiveness of Self-Regulated Strategy Development (SRSD) model toward students' personal recount writing and writing motivation. SRSD is an instructional-based model developed by Graham & Harris [5] that combines the teaching of writing strategies from planning, drafting and revising with self-regulation procedures such as goal-setting, self-monitoring, self-instruction and self-reinforcement [6, 7]. Self-regulation embedded within the SRSD model assists the students to promote their learning, adapt strategies for writing and sustain motivation [8].

The SRSD model includes explicit, interactive learning of powerful writing strategies, the knowledge needed to use the strategies and the strategies to self-regulation using the strategies that are essential in the process of writing proficiency [9]. By this model, students will be assisted to learn specific writing strategies for planning, drafting and revising the text used by highly-skilled writers [6, 10], develop their efficacy for writing, attributions to strategy knowledge and effort as well as motivation for writing [9]. Throughout the six stages from the SRSD model (i.e. develop background knowledge, discuss it, model it, memorize it, support it and independent performance), students are helped to learn and apply the writing strategies that are flexible with a gradual release of responsibility shifting from teacher to students through scaffolding instruction [11]. These six stages can be reordered, combined, revisited, modified or deleted to meet the students' and teacher's needs in mastering the strategies [12, 13].

Research indicates that the SRSD model is effective for teaching students how to brainstorm and organize ideas, generate substantive content and edit and revise their work [6]. It is also effective for improving writing knowledge, writing quality, writing approach, self-regulation skills, motivation, writing quantity, writing achievement and increasing the planning time for writing [6, 14, 15]. Based on the meta analysis data, SRSD is found to be the most effective model in teaching writing with the average effect size of 0.14 or greater (considered to be high effect size) showing that this model is effective in enhancing students' quality of writing [6].

Although the emergence of the SRSD model grows the interest for many researchers to put their attention into research, little research has focused on both students' writing and writing motivation for EFL students. Most of the research about the effects of the SRSD model on both students' writing and motivation were conducted for the first language learning [16-18], while there is only one research found to be conducted to test its effectiveness on writing skill and writing motivation upon EFL students [19]. Considering this limitation, more research should be carried out to provide more empirical data about the effects of the SRSD model. As Pressley & Harris [20] point that the more experiments gather with different types of students, schools, and the like, the greater confidence the general findings can be provided. Hence, this study was executed to gain more empirical data on the effects of the SRSD model on students' personal recount writing and their motivation to write for EFL students.

## 2. RESEARCH METHOD

The research was quasi-experimental research in the form of pretest posttest control group design. The population was the second year students of SMP Negeri 1 Pejagoan, Kebumen in the academic year of 2017/2018. The data were obtained from two classes taken by cluster random sampling from the population. The two classes were administered into the experimental group and the control group consisted of 30 students for each group. Nine sessions of meeting with three different topics (i.e. Topic 1: Unforgettable Experience, Topic 2: Shameful Experience, and Topic 3: Horrible Experience) were provided during the treatment. The SRSD model with POW and WWW, W2, H2 writing strategies for planning and drafting stories was provided to teach students in writing personal recount texts on the experimental group. Meanwhile, the conventional teaching of Product Approach model was given to the control group.

The procedure of teaching students with the SRSD model in the study covers five stages of instruction namely develop background knowledge, discuss it, model it, support it, and independent performance. Table 1 offers the overview of the procedure of the treatment employed in this study.

Table 1. Procedure of treatment implementation

Stage	Activities
1. Develop background knowledge	Model text is given to be discussed for developing prerequisite background knowledge about criteria of a good personal recount, sentence formation rules and vocabulary knowledge.
2. Discuss it	Writing strategies for planning (i.e. POW) and drafting stories (i.e. WWW, W2, H2) were introduced using mnemonics. It involves the explanation about the purpose, the benefit, how and when to use each strategy.
3. Model it	Teacher models the strategy with self-instruction through think aloud covering self-regulation procedure such as goal-setting, self-monitoring, self-reinforcement and self-evaluation.
4. Support it	Students practise using the strategies with the assistance of the teacher or their peers.
5. Independent performance	Students independently use the strategies into their writing practice.

Two dependent variables (i.e. writing skill and writing motivation) were included in this research to gather their effects as the result of the treatment. Instruments in the form of writing test and writing motivation questionnaire were used to obtain the data about students' writing skill and writing motivation. The instrument of writing test was developed based on the competences from the curriculum used in the school which, then, was validated by a professor from Graduate School of Yogyakarta State University as the expert judgment. To score the students' writing results, the rubric of writing assessment from Jacob, et. al. [21] was adapted to be applied in the study.

Meanwhile, the instrument of writing motivation questionnaire was adapted from the Survey of Motivation to Engage with Writing Questionnaire [22] with 5 Likert scales. The statements on the questionnaire involve writing motivation constructs such as interest, values, personal goals, self-regulation, effort regulation, self-efficacy and self-concept. This instrument was also validated by the same expert judgment before trying it out. The try out of the adapted questionnaire consisted of 35 items including positive and negative statements in *Bahasa Indonesia*, in which 30 items of them were valid and used as the research instrument. The reliability of the adapted questionnaire was 0.887 based on Cronbach's Alpha analysis.

In the attempt to test the hypothesis of the research, a Multivariate Analysis of Covariance (MANCOVA) test was employed as the technique of analysis following the procedure that the data had multivariate normality and equality of variance-covariance matrices [23]. Students' initial ability in writing and students' initial writing motivation level before the treatment were used as the covariates controlled in the study.

## 3. RESULTS AND ANALYSIS

The study was about the investigation of the effectiveness of the SRSD model on students' personal recount writing and writing motivation. Table 2 provides the results of students' writing and Table 3 displays the results of students' writing motivation.

Table 2. Descriptive statistics on students' writing

Group	Pretest		Posttest		Mean Difference
	M	SD	M	SD	
Experimental	56.52	6.02	69.54	5.87	+13.02
Control	56.92	4.80	66.92	4.11	+10

The descriptive statistics shown on Table 2 reveals that the control group scored slightly higher ( $M=56.92$ ,  $SD=4.80$ ) than the experimental group ( $M=56.52$ ,  $SD=6.02$ ) on writing performance prior to treatment. It proved that the difference of ability in writing personal recount texts were absent within the two groups before the experiment. After receiving the treatment, both groups show positive improvement on writing from pretest to posttest; yet, the experimental group had greater mean ( $M=69.54$ ,  $SD=5.87$ ) than the control group ( $M=66.92$ ,  $SD=4.11$ ) with mean difference also greater (i.e.  $13.02 > 10$ ). From these results, it shows that the students in the experimental group had more meaningful improvement in writing performance than those in the comparison group indicating that the SRSD model with POW+WWW, W2 H2 had more effect in enhancing students' writing performance on personal recount writing than the conventional teaching model.

Table 3 displays that the experimental group had lower scores on writing motivation ( $M=97.60$ ,  $SD=9.50$ ) than the comparison group ( $M=97.93$ ,  $SD=10.24$ ) before receiving the treatment. It also proved that the two groups had the same level of writing motivation prior to treatment; therefore, they were comparable. After the treatment was implemented, the mean on the students' writing motivation scores in the experimental group ( $M=97.63$ ,  $SD=12.40$ ) excelled the comparison group ( $M=94.70$ ,  $SD=12.38$ ). By contrast, in relation to compare the difference means on the students' writing motivation of the two groups before and after the treatment, it found that the experimental group had only 0.03 points increased while, surprisingly, the control group had 3.23 points decreased. The result implies that the SRSD model did not provide meaningful impact in fostering students' writing motivation.

Table 3. Descriptive statistics on students' writing motivation

Group	Pre-treatment		Post-treatment		Mean Difference
	M	SD	M	SD	
Experimental	97.60	9.50	97.63	12.40	+0.3
Control	97.93	10.24	94.70	12.38	-3.23

Further, in order to test the significances of the SRSD model upon students' writing skill and writing motivation, a MANCOVA test was, then, performed. Table 4 presents the result of analysis.

Table 4. Test of between subject effects

Source	Dependent Variable	Type III Sum of Squares	Mean Square	F.	Sig.	Partial Eta Squared
Corrected Model	Post_Writing	496.303 <sup>a</sup>	165.434	8.456	.000	.312
	Post_Motivation	5645.450 <sup>b</sup>	1881.817	31.133	.000	.625
Intercept	Post_Writing	436.234	436.234	22.299	.000	.285
	Post_Motivation	22.055	22.055	.365	.548	.006
Pre_Writing	Post_Writing	385.435	385.435	19.702	.000	.260
	Post_Motivation	43.919	43.919	.727	.398	.013
Pre_Motivation	Post_Writing	4.196	4.196	.214	.645	.004
	Post_Motivation	5422.742	5422.742	89.715	.000	.616
Model	Post_Writing	118.722	118.722	6.069	.017	.098
	Post_Motivation	165.480	165.480	2.738	.104	.047
Error	Post_Writing	1095.542	19.563			
	Post_Motivation	3384.883	60.444			
Total	Post_Writing	280921.371				
	Post_Motivation	563912.000				
Corrected Total	Post_Writing	1591.845				
	Post_Motivation	9030.333				

Table 4 exposes that the significance value for writing skill is 0.017 which was higher than 0.05 ( $0.017 < 0.05$ ) with the effect size of 0.098. This finding implies that the SRSD model with POW+WWW, W2, H2 writing strategies is more effective in improving students' personal recount writing compared with the conventional teaching model. However, the significance value for writing motivation as presented in Table 4 shows no significance difference ( $0.104 > 0.05$ ) with the effect size of 0.047. It indicates that the SRSD model is not more effective in fostering students' writing motivation than the conventional teaching model.

Based on the results of the research, it proves that the SRSD model with story writing strategies is effective in enhancing students' writing skill. This finding is in accordance with the previous research studies which found that students taught using the SRSD model possessed better writing achievement than those with the conventional teaching model [6, 14-16, 19]. More specifically, the students received the SRSD

model were able to produce texts with better writing quality, longer composition and contains more complete elements than the comparison group [7, 16, 17, 24].

Not only students' writing achievement, but students' knowledge about writing are also enhanced by the SRSD model [16, 17]. The genre-specific writing strategies from the model assists the students to become more concentrate on the substantive writing process such as planning, generating ideas and making sense [16]. With the knowledge needed to carry out the writing strategies, the students are promoted to independently use the writing strategies into their writing practice.

Students taught with the SRSD model also become more concern with the planning phase of the writing process. They spent more time to plan their composition and know what elements they should include when they had to write a text related to their own life [17]. They also have a more organized composition by eliminating inappropriate sentences from their written product [7]. Further, self-regulation procedure embedded within the model helps the students to monitor their writing progress, evaluate what writing achievement they had achieved, adapt the strategies, keep promise themselves using the strategies and reinforce themselves to keep writing.

Contrary to prediction and expectation, however, the result of the study showed no significant effect on students' writing motivation after the implementation of the SRSD model. This study is in contrast with the same typical study which found that SRSD is significant in improving both students' writing and writing motivation for foreign language learning [19]. However, it must be inferred with caution that the text type, the writing strategies, the participant and the tutor delivered the material are different as those might influence the different result on students' writing performance and, particularly, their motivation to write.

Result on this study found that students in the experimental group still underestimate their writing ability even though they had been taught some powerful writing strategies that can help them build their self-efficacy to write. Self-regulation procedure embedded in the model which was hoped to foster students' motivation in writing also did not provide much influence on the students' effort to write. Although the result on this study is in contrast with the previous typical study, the result is consistent with the previous research studies on native English learners, in which, no significance effect was found on the students' intrinsic motivation and effort [17] and their self-efficacy beliefs in writing [16, 18] due to the SRSD model. Hence, based on these findings, it suggests that the SRSD model is more effective in enhancing students' writing performance rather than fostering their belief about their own ability to write. Further research is needed to be carried out for gathering more powerful evidence on the effect of the SRSD model for EFL students' writing motivation.

#### 4. CONCLUSION

The study was about the investigation of the effectiveness of the SRSD model on EFL students' writing, notably on personal recount writing and their motivation to write. Although this study was not the first study conducting the effectiveness of the SRSD model on EFL students' writing and writing motivation, a limitation on this area should be taken into consideration to provide more data and evidence to the present literature.

The study demonstrates that the SRSD model with story writing strategy (i.e. POW+WWW, W2, H2) appears to be more effective in teaching students to write personal recount essays as compared with the conventional teaching model. The strategies of planning and drafting story embedded within the SRSD model help the students to more substantially improve their writing performance. The explanation about the strategy and the knowledge of using the strategy taught explicitly through modeling assists the students to have better comprehension on the ways to use the strategies into their writing practice. Then, throughout the whole stages of instruction, students are encouraged to use the writing strategies with, at first, the assistance of the teacher before independently use these writing strategies. Furthermore, self-regulation procedure embedded in the SRSD model is found to help the students to keep use the strategies in writing. Although self-regulation procedure within the SRSD model is found to successfully stabilize students' writing motivation, this study still can't give evidence that SRSD is effective to foster students motivation in writing.

Results from the current study strengthen the findings from the previous studies and literature highlight the importance of using writing strategies in combined with self-regulation explicitly taught with scaffolding to help the students improve their writing performance and maintain their motivation to write. This study broadens the scope of SRSD efficacy to the EFL students with specific writing genre. Finally, it would be fruitful to pursue further research about the effects of the SRSD model for EFL students with different writing strategies, writing genres, participants, settings and characteristics or by combining its effects on reading and writing skills for gaining the larger effects of SRSD instruction in EFL students.

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**BIOGRAPHIES OF AUTHORS**

Uli Fauziyah Miatin received her bachelor degree (2014) in English Language Education at Semarang State University. Her master degree was obtained in the same major (2019) at Yogyakarta State University.



**Pangesti Wiedarti** is a lecturer at Yogyakarta State University. She obtained her bachelor degree (1981) in Indonesian Literature at Malang State University. She had graduate diploma (1994) in Applied Linguistics at Regional English Language Center (RELC), Singapore. Her master in Applied Linguistics was earned at Macquaire University, Australia (1998) and her PhD on Linguistics was earned at Sydney University, Australia (2006). Besides teaching at Yogyakarta State University, she is also concern about growing the national literacy skills as the chief of *Gerakan Literasi Sekolah* program from the Indonesian Ministry of Education and Culture.