

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

**A THESIS**

**By  
NOVRIYANI**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2017**

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**A THESIS  
Submitted in a Partial Fulfillment of  
The Requirement for S-2 Degree**



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2017**

## **ABSTRACT**

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

**NOVRIYANI**

Novriyani262@yahoo.co.id

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 is most 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 was students of English Education Department at fourth semester. 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. They did not have self-regulation on themselves. Besides, the aspect of writing that increased the most by using self-regulated learning strategy based writing instruction is grammar. The applying of 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

Research Title : **SELF-REGULATED LEARNING STRATEGY BASED  
WRITING INSTRUCTION TO PROMOTE  
STUDENTS' ARGUMENTATIVE ESSAY WRITING  
ABILITY**

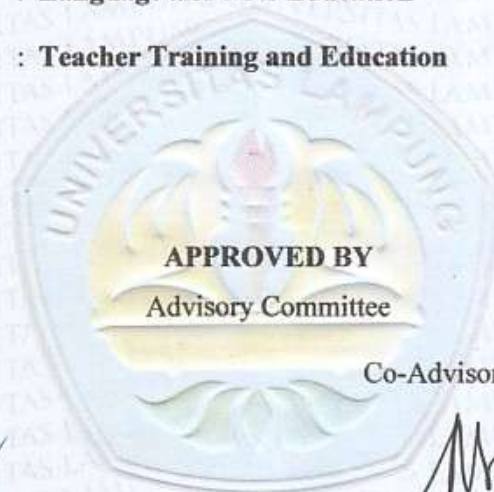
Student's Name : **Novriyani**

Student's Number : **1523042035**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Co-Advisor

**Prof. Dr. Patuan Raja, M.Pd.**  
NIP 19620804 198905 1 001

**Dr. Ari Nurweni, M.A.**  
NIP 19630302 198703 2 001

The Chairperson of Department  
of Language and Arts Education

The Chairperson of Master  
in English Language Teaching

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

**Dr. Flora, M.Pd.**  
NIP 19600713 198603 2 001



**ADMITTED BY**

**1. Examination Committee**

Chairperson : **Prof. Dr. Patuan Raja, M.Pd.** ..... 

Secretary : **Dr. Ari Nurweni, M.A.** .....

Examiners : I. **Prof. Ag. Bambang Setiyadi, M.A. Ph.D.** .....

II. **Dr. Feni Munifatullah, M.Hum.** .....



**Dr. Muhammad Fuad, M.Hum.**  
19590722 198603 1 003



**Prof. Dr. Sudjarwo, M.S.**  
NIP 19530528 198103 1 002

**4. Graduated on : December 28<sup>th</sup>, 2017**

## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 30 Januari 2018  
Yang membuat pernyataan,



Novriyani  
NPM 1523042035

## **CURRICULUM VITAE**

The researcher's name is Novriyani. She was born in Bandar aya, on November 9<sup>th</sup>, 1993. She is the third child of a harmonious and wonderful couple, Sugiarto and Tugiyem.

She started her study at SDN 4 Bandar Jaya and graduated in 2005. In the same year, she continued studying at SMPN 5 Terbanggi Besar and completed the three-year study program in 208. Then she continued her study at MAN 1 Central Lampung and finished three years later.

In 2011, she was admitted as S-1 student of English Education Study Program at Teacher Training and Education Faculty of State Islamic University and obtained her bachelor's degree in 2015. In the same year, she was admitted as a student of the 3<sup>rd</sup> batch of Master's Degree Program in English Language Teaching at Lampung University.

## **DEDICATION**

This thesis would humbly be dedicated to:

My beloved parents: Mother and Father

My big family

My fabulous friends of the 3<sup>rd</sup> batch of Master in English Language Teaching and

Study Program

My lecturers and my almamater, University of Lampung



## **MOTTO**

“ So, verily, with every difficulty, there is relief.

Verily with every difficulty there is relief.”

(QS. Al-Insyirah: 5-6)

“Man Jadda Wajada”

(Novriyani)

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Since it is important to be known that this would never have come into existence without any support, encouragement, and assistance by several gorgeous people, the writer would like to address her gratitude and respect to:

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Hopefully, this thesis would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, January 2018  
The researcher

Novriyani  
NPM: 1523042035

## CONTENTS

ABSTRACT.....	i
CURRICULUM VITAE .....	ii
DEDICATION .....	iii
MOTTO .....	iv
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS .....	vii
LISTS OF TABLES .....	xi
LISTS OF APPENDICES.....	xiii
LISTS OF FIGURES .....	xiv

### I. INTRODUCTION

1.1 Background of the Problem .....	1
1.2 Formulation of the problem .....	7
1.3 Objective of the Research .....	7
1.4 Uses of the Research .....	8
1.5 Scope of the Research .....	8
1.6 Definition of Terms .....	9

### II. REVIEW OF LITERATURE

2.1 Definition of Writing.....	11
2.2 Process of Writing.....	13
2.3 Teaching Writing .....	15
2.4 Definition of Essay.....	17
2.5 Argumentative Essay .....	19
2.6 Previous Research .....	21
2.7 Definition of Self-regulated Learning Strategy.....	23
2.8 Processes of SRLS .....	25
2.9 Stages of SRLS .....	28
2.10 Steps of Self-regulated learning strategy .....	30
2.11 Advantages of SRLS .....	35
2.12 Students' Perception.....	37
2.13 Theoretical Assumption .....	39
2.14 Hypothesis.....	40

### III. RESEARCH METHOD

3.1 Research Design.....	42
3.2 Variables of the Research.....	43
3.3 Subject.....	43
3.4 Data Collecting Technique.....	43

3.5 Research Instrument.....	45
3.6 Research Procedure.....	49
3.7 Validity and Reliability.....	51
3.8 Data Analysis .....	58
3.8.1. Qualitative Data Analysis .....	58
3.8.2. Quantitative Data Analysis .....	60
3.9 Hypothesis Testing.....	62

## **CHAPTER IV. RESULTS AND DISCUSSION**

4.1 Results	
4.1.1 Report of Teaching and Learning Process .....	64
4.1.2 Result of Writing Ability .....	67
4.1.3 Result of Aspect of Writing .....	71
4.1.4 Result of Students' Perception .....	77
4.2 Discussion	
4.2.1 Self-Regulated Learning Strategy Based Writing Instruction .....	93
4.2.2 Students' Writing Ability .....	97
4.2.3 Aspect of Writing.....	103
4.2.4 Students' Perception .....	109

## **V. CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	112
5.2 Suggestion.....	113

## **REFERENCES**

## **APPENDICES**



## LISTS OF TABLES

<b>Table 1.2.</b> Structure of the Argumentative Essay.....	20
<b>Table 3.1.</b> Scoring System.....	44
<b>Table 3.2.</b> Scoring System of Writing.....	46
<b>Table 3.3.</b> Specification of Students' Perception.....	48
<b>Table 3.4.</b> Specification of Students' Interview.....	49
<b>Table 3.5.</b> Specification of Writing Aspects.....	53
<b>Table 3.6.</b> The Reliability of Students' Writing Pretest and Posttest Score.....	55
<b>Table 3.7.</b> The Reliability of Students' Writing Pretest Aspects.....	56
<b>Table 3.8.</b> The Reliability of Students' Writing Posttest Aspects.....	56
<b>Table 3.9.</b> The Reliability of Students' Perception.....	57
<b>Table 4.1.</b> The Average Score of Pre Test Students' Writing.....	68
<b>Table 4.2.</b> The Average Score of Pre Test Students' Writing.....	69
<b>Table 4.3.</b> Descriptive Statistical Values Concerning Pre and Post.....	70
<b>Table 4.4.</b> The Statistics Table of Content Aspect (Pretest).....	71
<b>Table 4.5.</b> The Statistics Table of Organization Aspect (Pretest).....	71
<b>Table 4.6.</b> The Statistics Table of Vocabulary Aspect (Pretest).....	72
<b>Table 4.7.</b> The Statistics Table of Language Use Aspect (Pretest).....	72
<b>Table 4.8.</b> The Statistics Table of Mechanics Aspect (Pretest).....	73
<b>Table 4.9.</b> A Brief Result of Writing Pretest Aspects.....	73
<b>Table 4.10.</b> The Statistics Table of Content Aspect (Posttest).....	74
<b>Table 4.11.</b> The Statistics Table of Organization Aspect (Posttest).....	74
<b>Table 4.12.</b> The Statistics Table of Vocabulary Aspect (Posttest).....	75
<b>Table 4.13.</b> The Statistics Table of Language Use Aspect (Pretest).....	75
<b>Table 4.14.</b> The Statistics Table of Mechanics Aspect (Pretest).....	76
<b>Table 4.15.</b> A Brief Result of Writing Posttest Aspects.....	76
<b>Table 4.16.</b> The Average Score of Pre Test Students' Writing.....	76
<b>Table 4.17.</b> Descriptive Statistical Values Concerning Preand Post.....	77
<b>Table 4.18.</b> Result of perception on Goal setting and Planning.....	78
<b>Table 4.19.</b> Result of perception on Time Management.....	83
<b>Table 4.20.</b> Result of perception on Goal setting and Planning.....	85
<b>Table 4.21.</b> Result of perception on Self-Evaluation.....	89
<b>Table 4.22.</b> The Summary of Students' Perception.....	91
<b>Table 4.23.</b> The Improvement of Student's Writing Aspect.....	105

## LISTS OF APPENDICES

<b>Appendix 1</b> Syllabus of Academic Writing .....	114
<b>Appendix 2</b> Example of Argumentative Essay Writing.....	116
<b>Appendix 3</b> Essay Writing Instrument.....	117
<b>Appendix 4</b> Instrument of Questionnaire .....	118
<b>Appendix 5</b> Interview Sheet.....	122
<b>Appendix 6</b> Lesson Plan.....	123

## LISTS OF FIGURES

<b>Figure 4.1.</b> Sample of Student's Writing Pretest .....	55
<b>Figure 4.2.</b> Sample of Student's Writing Posttest .....	56

## **1. INTRODUCTION**

This chapter discusses several points, i.e. introduction that deals with background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, significances of the research, scope of the research, and definition of term.

### **1.1 Background of the Problem**

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 able to express their feeling and ideas in written form. According to Susanto (2007), writing is a process of expressing ideas or thoughts in words that should be done at our leisure. Writing can be very enjoyable as we have the ideas and the means to achieve it. In other words, it can be said that writing is a process to express ideas and by writing people can send their ideas to another.

According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Moreover, writing will be as easy as it seems if someone,

who wants to write a good composition understand what actually writing is and all regulations to produce good writing that can be understood by learning writing itself.

In addition, Richards and Renandya (2002) state the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Furthermore, writing is difficult skill for foreign learners to be mastered because they have to pay attention to higher level skills such as planning, organization as well as lower level skills such as spelling, punctuation, diction, and so on.

Those difficulties are in line with what the researcher found in the pre-observation done at students' English Education in State Islamic University. It was found that most of the students got difficulty in writing. In accordance with the result of the interview done to lecturer, it was revealed that one basic problem faced was they did not know the point to start their writing. It was added by getting stuck after a quite hard effort to start it. Thus, they should be prepared with these skills before moving deeper to the college level. That preparation needs to be considered since the beginning of college level because they are required to write numerous papers that tend to be used for learning assessment later.

The students' writing ability could be measured through their ability in making sentence at least, paragraph, until in making essay. Meanwhile, according to Zemach (2005), essay is a group of paragraphs written about a single topic and central main



idea. in addition, essay a a form of a complex idea written by university students are various based on the purpose of writing.

In teaching and learning argumentative essay writing, the students can use the learning strategy. Self-regulated learning strategy is one of learning strategy that used by the learners. The utilization of self-regulated to 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, the learners provided with opportunities for self-reflective practices that improves 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 learning strategy helps students enhancing their learning and perception of control over the learning process. So, regarding this view point 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.

In other words, the instructional model of teaching writing known as self-regulated learning strategy by several researchers refers to a model of instruction in writing skill whose major function is teaching students strategies for planning and organizing their writing together with self-regulation procedures like monitoring and goal setting. The findings of previous studies on self-regulated strategy development have indicated that self-regulated learning strategy of writing instruction positively affects students' writing.

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 Mokhlesgerami 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 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.

Based on the explanation above, there are some previous studies about self-regulated learning strategy. The previous researchers have applied self-regulated learning strategy based writing instructions by using all of the skills (listening, speaking, reading, and writing). They have applied by using instructions and different genre. In this research, the researcher will apply self-regulated learning strategy based writing instruction to promote students' argumentative essay writing.

Therefore, in line with the explanation above and strong desire of finding solution of the problems, the researcher would like to do research about "Self-Regulated Learning Strategy Based Writing Instruction to Promote Students' Argumentative Essay Writing Ability".

## **1.2 Formulation of the Problem**

Based on the background of the problem above, the researcher made formulation of the problems, they were as follows:

1. Does self-regulated learning strategy based writing instruction promote students' argumentative essay writing?
2. What aspect of writing is most 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?

## **1.3 Objective of the Research**

Referring the formulation of the problem above, the objectives of the research are:

1. To find out whether self-regulated learning strategy based writing instruction promotes students' argumentative essay writing.
2. To find out which aspect of writing was most influenced by using self-regulated learning strategy based writing instruction.
3. To find out students' perceptions to the use of self-regulated learning strategy based writing instruction.



#### **1.4 Uses of the Research**

The findings of this research might have been useful both theretically and practically.

1. Theoritically, the finding of this research might be useful for supporting the previous story about Self-regulated learning strategy for optimizing argumentative essay writing ability.
2. Pratically, the result of this research is expected to provide teacher orlecturers with a new insight that might be taken as guideline in teaching writing so that the students are able to comprehend English essay well and optimize their writing ability.

#### **1.5 Scope of the Research**

The scope of this research is as follows:

1. The Subjects of the Research

The subjects of this research were the students at the fifth semester of English Education Department.

2. The Object of the Research

The object of this research was self-regulated learning strategy based writing instructions to promote students' argumentative essay writing.

3. The Place of the Research

The research wasconducted at the fourth semester of English Education Department of IAIN Lampung.

#### 4. The Time of the Research

The research was conducted about three treatments.

### **1.6 Definition of Terms**

#### 1. Writing

Writing is a productive skill that has highly complex cognitive process to express ideas or thoughts in words and requires one to think recursively and simultaneously about a number of elements, such as formation of letters or characters, vocabulary, grammar, punctuation, layout, organization, and selection of appropriate content for intended audience, for producing final product that will be read by the reader.

#### 2. Essay

Essay is a group of paragraphs written by students or a writer with certain purpose or intention about a single topic and central main idea, and forms formal composition which has its three important parts; introductory, main body, and concluding paragraphs.

#### 3. Argumentative essay

Argumentative essay is an essay to convince or persuade the readers of the correctness of a central statement about a controversial point that can be argued logically based on the writer's opinion or argumentation supported by evidences or facts.

#### 4. Self-regulated learning strategy

Self-regulated learning strategy is an active, applicable process in which learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior.

#### 5. Self-regulated learning strategy based writing instruction

Self-regulated learning strategy based writing instruction is defined as process of learning that includes on goal setting, planning, self-motivation, attention control, flexible use of learning strategies, self-monitoring, appropriate help-seeking, and self-evaluation.

#### 6. Students' perception

Students' perception is their awareness of things happening while learning, by means of their senses, especially the sense of sight and feeling, that changes their cognitive state (from not knowing to knowledgeable).

This is the end of the discussion in this chapter. The introduction of this research has been all discussed.

## **II. REVIEW OF LITERATURE**

In this chapter, the researcher explains two major important parts which deal with review of related literature and review of previous related research. To support this research, the researcher provides explanation about the literature review which are related to this research such as review of literature that deals with concept of writing, process of writing, self-regulated learning strategy, argumentative essay, stages of self-regulated, advantages of self-regulated, the procedures of self-regulated learning strategy in argumentative essay writing, theoretical assumption, and hypothesis.

### **2.1 Definition of Writing**

In learning English, the students should be able to produce the language to express his or her idea or thought about something in order to be understood by the reader what his or her idea is about. He or she can use written form to express his or her idea. In addition, according to Sutanto et al (2007), writing is a process of expressing ideas or thought in words. Writing as a process involves the pre-writing or planning, drafting or writing, revising or editing process that writers go through to produce a piece of writing. It is supported by Seow cited in Mansoor (2015), process of writing is conceived as a process encompassing four main stages (planning, drafting, revising, and editing) each of which functioning on their own rules, activities, and behaviors to be displayed. Furthermore, Nunan

(2003) defines writing as the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph. The writing teacher who uses the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on. In addition, the product approach of writing is an accuracy oriented approach that focuses on the control of mistakes in order to eliminate them from written works.

Nevertheless, Murcia, et al. (2000) say that writing is the production of the written word that results in a text but the text must be read and comprehended in order for communication to take place. In addition, Written products are the result of thinking, drafting, and revising procedures that require specialized skills that not every speaker develops naturally such as purpose, audience, clarity, unity, and coherence. In addition, Hyland (2003) defines writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.

In addition, Marzban, et al (2016) states that writing is considered as an important instrument through which people can communicate with each other by sharing ideas, convincing and persuading one another. For most of the EFL learners, writing in a second language is so difficult, since writing skill has not received enough attention so far. However, the significant role of writing skill and its importance in demonstrating students' learning ability cannot be denied in writing



in the first or second language. As a result, any studies that could focus on writing skill and ways to facilitate its learning would be very important.

Based on the explanation above, it can be stated that writing is a productive skill that has highly complex cognitive process to express their ideas or thought in words and requires one to think recursively and simultaneously about a number of elements, such as formation of letters or characters, vocabulary, grammar, punctuation, layout, organization, and selection of appropriate content for the intended audience, for producing final product that will be read by the reader.

## **2.2 Processes of Writing**

There are several process of writing, they are stated by Oshima and Hogue (2007).

They are as follows:

### **a. Pre-writing**

Prewriting activities are essential to successful writing. Prewriting encompasses both idea generation (brainstorming) and idea organization (planning). These processes can build upon on another but can also be completed independently of each other as they target different aspects of the writing process. Brainstorming targets the initial generation of ideas. In contrast, planning involves the creation of a plan to develop ideas that have already been generated. Brainstorming can be considered the process of initial idea generation, whereas planning is the process of idea organization and setting goals for an essay. It is during the planning process that many ideas are initially elaborated to include brief example and evidences.

### b. Drafting

Drafting can be defined as the writing of the necessary components of an essay: the introduction, body, and conclusion paragraphs; this includes the act of writing that refer to as the translation process. The drafting process presents multiple challenges to the writer because different types of paragraphs must be written differently from one another based on the purpose of that paragraph.

### c. Revision

Revising is perhaps the most important stage of the writing process. The understanding that writing is an iterative process is of most importance to development as a writer. Traditionally, revision is considered as being completed after finishing a first draft of written work, although word processing software have rendered this process more continuous and online and thus in alignment with. Regardless of when revision occurs, revision is the process during which the writer reviews their writing with the intended goal of improving what they wrote.

Based on the explanation above, it can be stated that the process of writing consists of pre-writing, drafting, and revision. Pre-writing refers to the planning that involves the creation of a plan to develop ideas that have already been generated. Drafting refers to the writing of the necessary components (essays). Revision refers to reviews their writing with the intended goal of improving what they wrote.

### **2.3 Teaching Writing**

In the school setting, writing plays two distinct but complementary roles. First, it is a skill drawn on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter.

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which needs great investment from the students. Many students in high school do not know the importance of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance.

Nunan (2003) says that there are four principles for teaching writing which can be adapted to many different learning situations. They are:

#### 1) Understand your students' reasons for writing

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the students, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to

understand both and to convey goals to students in ways that make sense to them.

2) Provide many opportunities for student to write

Writing is a productive skill. So, it requires a lot of practice to produce their writing. The teacher should provide students with different types of writing. So, the students have an opportunities to write something.

3) Make feedback helpful and meaningful

Students need feedback on their writing. Give feedback that can be understood by the students and that can help them to develop their riting skill. If the teacher writes comment on students' writing paper, make sure they understand the vocabularies and symbols used. Then feedback should entail "correcting" a students' writing. The teacher can provide summary comments that instruct students to find their problems and correct them on their own to foster independent writers.

4) Clarify, for yourself and for the students, how their writing will be evaluated

Students often feel the evaluation of their writing is completely subjective. To avoid this, discuss with the students about what is valued in their writing.

In short, teaching writing refers to teaching the students to pass the writing process starting from planning their writing, guiding the students to start writing, revising, and editing their writing to be a readable text.

## **2.4 Definition of Essay**

According to Oshima and Hogue (2007), an essay is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is too complex to discuss in one paragraph. In addition, writing an essay is no more difficult than writing a paragraph except that an essay is longer.

Based on the explanation above, the researcher might state that an essay is a group of paragraphs written by students or a writer with a certain purpose or intention about a single topic and central main idea, and forms a formal composition which has its three important parts: introductory, main body and concluding paragraphs.

### **a. Parts of an Essay**

#### **1) The introduction (Introductory paragraph)**

The introductory paragraph consists of two parts: a few general statements about your subject to attract your reader's attention and a thesis statement to state the specific subdivisions of your topic and or the plan. A thesis statement for an essay is just like a topic sentence for a paragraph: it names the specific topic and the controlling ideas or major subdivisions of the topic. The introduction should focus the reader's attention on the central theme of an essay. It should clarify how we intend to interpret or limit the question and give a clear, but brief, overview of your argument and the main points supporting it. We may also need to make it clear how you are defining key terms in the question.

## **2) The Body**

The body consists of one or more paragraphs. Each paragraph develops a subdivision of your topic, so the number of paragraphs on the body will vary with the number of subdivisions or subtopic. The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of thesis statement. The paragraphs of the body of the essay are like the main supporting points in a single paragraph. Furthermore, we can organize the paragraphs in an essay just as we organize the ideas in a paragraph, by chronological order, logical division of ideas, comparison and contrast, etc.

## **3) Conclusion**

The conclusion in an essay, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body.

The only additional element in an essay is the linking expression between the paragraphs of the body. These are just like transition within a paragraph. We use transitions within a paragraph to connect the ideas between two sentences. Similarly, we use transitions between paragraphs to connect the ideas between them.

### **b. Kinds of Essay**

The way which writer develops the topic of the essay depends on what the topic is and on what he or she wants to write (intention). Therefore, there are many kinds of essay as mentioned below. Oshima and Hogue (2007).

- 1) Example essay; essay giving some examples to discuss the topic.
- 2) Comparison and contrast essay; essay that compares and contrasts two or more things, items or people as its method development to point out similarities and differences or advantages and disadvantages.
- 3) Classification essay; essay in which the writer divides the members of a group into categories whose the members share similar characteristics.
- 4) Cause and effect analysis essay: essay about relationship among events in which something results from something else causally.
- 5) Chronological essay; essay talking about events or process chronologically.
- 6) Description essay; essay that is often used to describe place, people, animal, thing, or feeling.
- 7) Argumentative essay; essay proving the writer's opinion, theory or hypothesis about an issue is correct or more truthful than those of others.

Based on the explanation above, we know there are many kinds of essay, such as example, comparison and contrast, classification, cause and effect analysis, chronological, description, and argumentative essay, that develop differently based on the topic and the intention or purpose of writing the essay itself.

### **2.5 Argumentative Essay**

Argumentative essay is defined by its purpose which is to persuade the reader of the correctness of a central statement. It is an essay that attempts to change the reader's mind and to convince the reader to agree with the point of view or opinion of the writer. Thus, it attempts to be highly persuasive and logical.

Furthermore, an argumentative essay is an essay in which one agrees or disagrees with an issue, and uses reasons to support their opinion.

An argumentative essay is a style of writing that needs to investigate a topic; gather, generate, and evaluate evidence; and establish a position on a controversial issue in a concise manner, and you try to clarify some points and present evidence in favor of your position. Wingate cited in Abdeljawad (2016).

In line with Oshima and Hogue, Newell et al cited in Marwa (2016) defines argumentative writing as a type of critical thinking and rhetorical production involving the identification of a thesis (also called a claim), supportive evidence (empirical or experiential), and assessment of the warrants that connect the thesis, evidence, and situation within which the argument is being made. These characteristics should be in the parts of this essay as the following figure.

**Table 1.2**  
**Structure of the Argumentative Essay**

<b>(1) Introduction paragraph</b>	
<b>(2) Body paragraph</b>	
Reasons	Refutations
<b>(3) Conclusion paragraph</b>	

In conclusion, an argumentative essay is an essay to convince or persuade the readers of the correctness of a central statement about a controversial point that can be argued logically based on the writer's opinion or argumentation supported by evidence or facts.



## **2.6. Previous Research**

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. Teaching self-regulated strategies has been a hot topic for discussion in the field of education. As far as classroom learning, as opposed of independent learning, is concerned, there is a persistent need to implement specific and well-design 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.

In their study, Souvignier and Mokhlesgerami 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. The instructional treatment encompassed almost 20 sessions of 4-5 minute lesson over a period of six months. The findings of the study revealed significant outcomes for students in the intervention group who received instruction through the program while outperforming the control group students.

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. Results of the study revealed that the majority of students were able to develop sequential, multi-paragraph essays, and students were seen be engaged in planning and pre-writing strategies that resulted in an improvement in the quality of written compositions.

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. 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, an uninstructed genre.

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. For the purpose of data analysis, both independent sample t-test and paired-sample t-test were run to investigate the significance in the learners' performance in terms of the treatment and a correlation was run to measure the metacognitive awareness.

### **2.7 Definition of Self-regulated Learning Strategy Writing Instruction**

The term self-regulated learning is defined in different ways by different scholars. But most of them seem to define it similarly, or with very little differences. Good and Brophy cited in Aregu (2013) defined self-regulated learning as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take corrective actions based on self-evaluation reports.

In addition, according to Pitrich cited in Aregu (2013) explains self-regulated learning as an active and constructive process whereby students set goals for their learning, and then try to monitor, regulate, and control their cognition, motivation,

and behavior guided and constrained by their goals, and the contextual features in the environment.

Self-regulated strategy development is a recent instructional approach to writing skill which combines powerful writing strategies with strategies for self-regulation in the process of L2 writing. In other words, such an approach combines strategy instruction with explicit instruction on self-regulation procedures. According to Harris, Graham, Masson, and Friedlander cited in Mansoor (2015), self-regulated strategy development not only addresses writing difficulties, but also examines attitudes and beliefs about writing, motivation, and self-efficacy. Self-regulated strategies help learners as they apply the processes within and across domains and regulate the learner's application and overall performance of a task. According to Graham and Harris (2003), there are generally six stages involved in the self-regulated strategy development model of writing instruction which include developing and activating background knowledge, discussing it, modeling it, memorizing it, supporting it, and finally independent performance.

The development of self-regulation in writing is an important instructional goal and such strategies can be explicitly taught to beginning and developing writers. The social cognitive model of self-regulated writing Flower and Hayes cited in Mansoor (2015) describes the self-initiated thoughts, feeling, and actions that writers use to attain various literacy goals including improving their writing skills and enhancing the quality of the compositions they create. Self-regulation occurs

when a writer uses personal processes to strategically regulate behavior or the environment, for instance, regulating one's behavior to write two pages each day.

Nevertheless, pintrich and Linnenbrink cited in Jado (2015) assert that self-regulated learning particularly concerns the model of regulation in academic learning in school or classroom. Academic self-regulation is not a mental ability, such as intelligence, or academic skills, such as reading proficiency; rather it is the self-directive process through which learners transform their mental abilities into academic skills.

In addition, Zimmerman cited in Jado (2015) mentioned that self-regulation comprises three major components; metacognitive processes, motivational processes, and behavior processes. Self-regulated learning includes students' metacognitive strategies for planning, monitoring, and modifying their cognition. The students' management and control of their effort on classroom academic tasks have been proposed as another important component. A third important aspect of self-regulated learning that some researchers have included in their conceptualization is the actual cognitive strategies that students use to learn, remember, and understand the material.

## **2.8 Processes of Self-Regulated Learning Strategies**

To promote self-regulated learning strategy in the classrooms, teachers must teach students the self-regulated processes that facilitate learning. These processes often include: goal setting planning, self-motivation, attention control, flexible use of

learning strategie, self-monitoring, appropriate help-seeking, and self-evaluation. Zumbun (2011).

### 1. Goal Setting

Goals can be thought of as the standards that regulate an individual's actions. In the classroom, goals may be as simple as learning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. Short-term attainable goals often are used to reach long-term aspirations. For example, if a student sets a long-term goal to do well on an exam, then he or she also may set attainable goals such as studying for a set amount of time and using specific study strategies to help ensure success on the exam.

### 2. Planning

Similar to goal setting, planning can help students self-regulate their learning prior to engaging in learning tasks. In fact, research indicates that planning and goal setting are complementary processes, as planning can help learners establish well thought out goals and strategies to be successful. Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the goal, and determining how much time and resources will be needed to achieve the goal.

### 3. Self-Motivation

Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning. Furthermore, self-motivation occurs in the absence of external rewards or incentives and can therefore be a strong indicator that a learner is becoming

more autonomous. By establishing their own learning goals and finding motivation from within to make progress toward those goals, students are more likely to persist through difficult learning tasks and often find the learning process more gratifying.

#### 4. Attention Control

In order to self-regulate, learners must be able to control their attention. Attention control is a cognitive process that requires significant self-monitoring. Often this process entails clearing the mind of distracting thoughts, as well as seeking suitable environments that are conducive to learning (e.g., quiet areas without substantial noise).

#### 5. Flexible Use of Strategies

Successful learners are able to implement multiple learning strategies across tasks and adjust those strategies as needed to facilitate their progress towards their desired goals. In addition, the learners can achieve their goals by applying appropriate learning strategy that can help them to be independent strategy users.

#### 6. Help-Seeking

According to Butler cited in Zumbrunn (2011), he states that contrary to popular belief, self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when they are necessary. Moreover, the learners achieve their task and help others by applying self-regulated.

#### 7. Self-Evaluation

Students are more likely to become self-regulated learners when they are able to evaluate their own learning, independent of teacher-issued summative

assessments. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future. Teachers can promote self-evaluation in the classroom by helping students monitor their learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes.

## **2.9 Stages of Self-Regulated Strategy Development**

Self-regulatory strategy development, according to Graham and Harris cited in Mansoor (2015), encompasses six stages (1) Develop background knowledge, (2) Discuss it, (3) Model it, (4) Memorize it, (5) Support it and (6) Independent performance. In addition, to rise the self-regulated itself, the learners apply some stages. They are developing the background knowledge, discuss it, model it, support it, and independent performance.

In the first stage of self-regulated strategy development instruction model, as Graham and Harris cited in Mansoor (2015) argue, instruction will focus on ascertaining the fact that students process the necessary skills for strategy instruction. For instance, students may be asked to read example texts and identify key components. The self-regulation procedures of goal-setting and self-monitoring are commonly presented during this stage. Students are taught how these procedures are used and why each is important throughout the writing process. A particular self-regulated strategy, such as argumentative writing strategy, is taught in the second phase of self-regulated strategy



development approach. During this second stage, the specific strategy is selected to build upon the particular writing needs of the learners.

At the third stage of self-regulated strategy development instructional model, the teacher directly models the specific components of the new self-regulated strategy development strategy together with the procedures essential to the process of writing. During the fourth stage, an acronym is developed for each self-regulated strategy development strategy, where each letter in the acronym stands for one of the elements of the steps involved in accomplishing the strategy.

Moreover, the writing strategy is collaboratively practiced during the fifth stage of self-regulated strategy development instruction through scaffolding on teacher's part. As a group, the teacher and students apply the new strategy together with an emphasis on fostering self-regulation skills. Throughout this stage of the model, the students, as contend, become more aware of the procedures of the strategy and practice setting goals, monitoring the self, and reinforcing their performance.

Finally, it is in the last stage of instruction that the students put their learning into use through independent use of the new strategy. The six stages function as a collection to present students to new strategy and self-regulation procedures, hence helping the students develop self-regulatory strategies. The self-regulation procedures emphasizes in self-regulated strategy development instruction, as normally starts with setting writing goals, monitoring one's use of the strategies involved, self-instruction, and finally reinforcing one's performance.

## **2.10 Steps of Self-Regulated Based Writing Instruction**

There are steps of self-regulated strategy development instruction model that is applied by Mansoor (2015). Self-regulated strategy development instruction model was implemented to teach students to plan and write persuasive essays with specific focus on the POW+TREE self-regulatory strategies. The instructional phase of the study was carried out on the basis of the six stages of self-regulated strategy development by Graham and Harris (2003). These stages were accordingly incorporated into six writing lessons. The lessons were covered during eight 75-80 minute time periods for the experimental group.

During the first stage of instruction, develop background knowledge, participants were taught the knowledge and skills needed to apply POW and the genre-specific strategy for persuasive writing. At first, the participants, guided by the instructor, discussed the elements of an acceptable persuasive essay. Afterwards, the POW+TREE mnemonic were introduced to the participants and the graphic representation of a tree and the words represented by the mnemonic were given to them. The words represented by the mnemonic POW+TREE were each explained as follows: POW stands for Pick my idea, organize my notes, Write and say more. The genre-specific strategy for persuasive writing (TREE) was exploited to help the participants to carry out the second step of POW (organizing notes). On the basis of this strategy, students were taught to generate ideas or sentences relevant to persuasive essays. The students were told that mnemonic TREE symbolizes the four main elements of persuasive essay: Topic, Reasons, and counter reasons, Explanation, and Ending (wrap it up).

Next, the whole class worked on a sample essay to figure out the elements represented by the word TREE. Having gone through the essays, the students were asked to identify the topic sentence, the reasons, specific explanation for each reason, and the concluding sentence in the sample essay and to write them in the appropriate space (black) provided in the graphic organizer.

During the second stage of instruction, discuss it, students reviewed different parts of POW and TREE mnemonic to examine their understanding. As the next step, the instructor talked about the importance of self-monitoring in the writing process and introduced a technique called graphing to help students monitor themselves while writing. Additionally, the teacher and students discussed the beneficial effects of using POW and TREE mnemonic together with the graphing sheet in helping students to write persuasive essays with all of the parts included. As the last part of this lesson, the notion of goal setting was introduced clarifying the point that the persuasive writer's goal is to make sure all of the parts are included and to memorize the mnemonics POW+TREE. The students were told that the goal of the next lesson is to chart different parts of an essay using the graphing sheet. This worksheet was intended to provide students with an opportunity to check their writings and the sample essays for different parts of persuasive essays and to monitor their progress. The class then reviewed some of the essays which have been worked upon in the previous sessions and charted them collaboratively on the graph.

During the third stage of instruction, model it, the instructor practically showed learners how to apply POW and the story part reminder and introduced the use of

self-statements (self-talk) as well. In fact, the instructor modeled how to write a good persuasive essay. More specifically, he talked out loud how to plan and write a persuasive essay while following all of the steps in POW (Pick My idea, Organize my notes, Write and say more). For instance, the instructor stated, ‘now, I am thinking about the topic to generate ideas related to it’.

Following the instructor, students spoke out several self-talks (self-statement) that they would apply while planning and writing. This was especially done to let students reinforce themselves verbally as regarded the planning strategy. Later, using the graphing sheet, the class charted the instructor-modeled essay. Using the same essay, students filled out the sheet, checking each element on the self-monitoring (graphing) chart. This was accompanied by goal-setting, that is, the students were asked to include all of the essay parts.

During the fifth stage, support it, the instructor and participants set out to write a persuasive essay collaboratively with decreased support on the part of the instructor. They accordingly used POW, the graphic organizer (TREE), their own self-statements, and the self-monitoring graph to fulfill the goal they have set in the previous stage, include all of the essay parts. At this stage, it should be noted that the participants controlled the process with the instructor supporting them when necessary. Therefore, each participant wrote his or her own essay. Next, the participants were asked to go through their essays and graph the parts, examining whether they achieved the collaboratively-set goal. The students were provided with sufficient assistance as to as certain that they were using the strategies successfully throughout this stage.

During the final stage, independent performance, participants used the strategies they have learned in the previous stage to write a persuasive essay on their own. It has to be noted that at this stage the participants were not allowed to use the POW strategies chart, the graphic organizer (TREE) and any of the self-statements (they might have recorded during the previous sessions) nor were they provided with any help on the part of the instructor or their peers. Instead, the participants were asked to be creative and sketch the graphic organizer mentally and implement it to plan and write a persuasive essay. The students were encouraged to set the goal (to include all of the parts) and try to fulfill it throughout. As the participants were over with the writing, they were asked to graph their essay in the self-monitoring chart to check out whether they have achieved the goal.

The steps of self-regulated based writing instruction that was modified by the researcher based on the Mansoor's model, they are as follows:

The first process, goal setting refers to be thought of as the standards that regulate an individual's actions. In the classroom, goals may be as simple as learning a good grade on an exam, or as detailed as gaining a broad understanding of a topic. In this process, the teacher asks students to determine the simple topic who they want to write.

The second process, the teacher asks students to read a book or another reference that refers to their topic. After that, they develop and elaborate the informations which they need to achieve their goal. Planning occurs in three stages: setting a goal for a learning task, establishing strategies for achieving the

goal, and determining how much time and resources will be needed to achieve the goal.

The third process, the students should have mindset that writing is easy and never give up to achieve their goal in writing. In this case, they should manage their time until they finish their writing. Self-motivation occurs when a learner independently uses one or more strategies to keep themselves on-track toward a learning goal. It is important to the process of self-regulation because it requires learners to assume control over their learning.

The fourth process, the students classify into the necessary components of an essay (introduction, body, and conclusion). After that, they review their writing with the intended goal of improving what they write (revision). Attention control is a cognitive process that requires significant self-monitoring. Often this process entails clearing the mind of distracting thoughts, as well as seeking suitable environments that are conducive to learning (e.g., quiet areas without substantial noise).

The fifth process, the teacher asks students to discuss with others. In this case, the students seek helping from other, seeking information and structuring environment for learning. Self-regulated learners do not try to accomplish every task on their own, but rather frequently seek help from others when necessary.

The last process is self-evaluation. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in their future. Teachers can promote self-evaluation in the classroom by helping students monitor their

learning goals and strategy use, and then make changes to those goals and strategies based upon learning outcomes.

Those six things, starting from goal setting until self-evaluation, were the whole steps in self-regulated learning strategy based writing instruction..

### **2.11 Advantages of Self-Regulated Learning Strategy**

Zimmerman (1989) contends that self-regulation focuses on how students personally activate, change, and sustain their learning practices in particular contexts. Self-regulated students achieve tasks with success because they make attempts to close the gap between their current status and goals. The findings of previous studies have identified self-regulation as an influential strategy to learn a foreign language. Self-regulation is also effective in the process of writing. In short, self-regulated learning strategy helps to achieve the students' goal. Self-regulated learning can contribute a lot to the improvement of not only achievements, but also self-beliefs and related variables, as the more internalized and integrated the regulation of behavior, the more the students will develop confidence and other affects.

In addition, a self-regulated cycle helps students enhancing their learning and perception of control over the learning process. So, regarding this view point 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.

Once, at the very beginning of the scientific era of educational psychology (i.e., behaviorism), learners were considered as passive and dependent individuals. It was the teacher who assumed the sole responsibility in the teaching and learning process. He or she could choose long and short term goals, determine the type of activities to be done in the classroom, provide teaching materials, and even set the time and the context for learning. However, since the 1960s, due to the emergence of cognitivism in the field of educational psychology an increasing burden of responsibility has been placed on the shoulders of learners for their own learning. Learners are no longer considered as passive individuals equipped just with knowledge and information.

They are actively involved in organizing and reconstructing their already existing knowledge with the newly received information. In addition, The first and the utmost important component is that self-regulated learning strategy encompasses those meta-cognitive strategies which students use to plan, monitor, and re-organize their cognition. The second important component is the students' management and controlling of their attempts to do curricular and academic assignments. The third component of self-regulated strategy includes those cognitive strategies (rehearsal, elaboration, and organization) which students use to learn, remember, and fully comprehend curricular concepts. These three components form the basis of self-regulated learning (Pintrich and Groot, 1990).



## 2.12 Students' Perception

Students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on the type of feedback instrument they are given. Although students are often critical, they usually have a good sense of whether a teacher prepares his or her lesson, teaches relevant content, provides lessons that are engaging, relevant, and at an appropriate level of difficulty. Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. They are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context.

Students in this respect, construct their own world. Even though, all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. Because of diverse personal characteristics and different individual histories, not all students experience the same educational context in the same way, so individual differences in students' perceptions can occur.

According to Struyven cited in Fatriana (2016), perception as the awareness of things that we have by means of our senses, especially the sense of sight, refers to the cognitive psychological movement. Learning is then described as a simple information processing model. The human memory is compared to the processing

of information by a computer. A short term working memory sorts out incoming perceptions and relates them to previous knowledge, and the long term memory stores experiences and conceptual knowledges. In this way, information processing conceptual hierarchies are developed. Memory involves logically ordered sets of concepts, stored in terms are increasing generality. This emphasis may apply to everyday objects whose defining features are readily deducted, but abstract concepts, or those which have no agreed formal definitions cannot be stored in this way. They are built up from sets of experiences which are only partially shared with others. Learning thus becomes a matter of personal construction of meaning (Entwistle cited in Fatriana, 2016)

The students are trying to make sense of their surrounding world, not only by cognitive logical thinking and reasoning, but also by emotional and affective feeling, social sharing and motivational engagement, in which their biological and cultural self, their former experiences and their social environment have an important influence on what is truly meaningful. In this movement of constructivism, perception is more than an observation, much more than the awareness of things by means of the senses.

In short, students' perception is her or his awareness of things happening while learning, by means of his senses, especially the sense of sight and feeling, that changes his cognitive state.

### **2.13 Theoretical Assumption**

The literature reviews above make the researcher predict that whether self-regulated learning strategy based writing instruction promote students' argumentative essay writing or not. The comparison of pretest and posttest scores on different measures revealed that SRSD instructional model resulted in improved writing performance of EFL learners. In addition, what aspect of writing that most influenced by self-regulated learning strategy and what students' perception by using self-regulated learning strategy.

In addition, self-regulated learning strategy affected in all of skills. One of them is writing. The other researcher investigated the effects of SRSD on writing expository essays for middle school students with and without specific behavioral disabilities. The 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.

However, the researcher did the research about self-regulated learning strategy based writing instruction to promote students' argumentative essay writing. In this research, the researcher focused on argumentative essay writing. The researcher would find out whether self-regulated learning strategy promoted students' argumentative essay writing or not, to find out which aspect of writing was most influenced, and to find out students' perceptions by using self-regulated learning strategy based writing instruction.

In this research showed that self-regulated learning strategy based writing instruction could promote students' argumentative essay writing, the aspects of writing most influenced by using self-regulated learning strategy based writing instruction was grammar. Grammar was most influenced because the researcher assumed that one of the steps of self-regulated learning strategy based writing instruction was help-seeking. Which help-seeking could help students' to develop their ideas from other students' helping. In addition, the students could get more information about grammar and so on, students' perception showed that the students had negative perception because when the researcher asked them, some of them said that they sometime did several steps of self-regulated learning startegy based writing instruction.

By doing self-regulated based writing instruction on their writing ability, the students will teach one another strategy to help them in written performance. Therefore, it can be assumed that the students' writing ability achievement will be improved as the result of using self-regulated based writing instructions.

## **2.14 Hypothesis**

Based on the theoretical assumption above, the researcher would like to propose thehypothesis as follows:

To test the first and second hypothesis, IBM SPSS Statistics 23 was used. The hypotheses were analyzed at significance level of 0.05 in which the hypothesis was approved if  $\text{Sig} < \alpha$ . It means that probability of error in hypothesis is only about 5%. The hypotheses were drawn as follows:

1.  $H_0$ : Self-regulated learning strategy based writing instruction does not affect students' argumentative essay writing.

$H_1$ : Self-regulated learning strategy based writing instruction affects students' argumentative essay writing.

The criteria for accepting the hypotheses is as follows:

$H_{01}$  is accepted if the t-value is lower than T-table.

2.  $H_0$ : Grammar is not most influence aspect by using self-regulated learning strategy based writing instruction.

$H_2$ : Grammar is most influence aspect by using self-regulated learning strategy based writing instruction.

The criteria for accepting the hypotheses is as follows:

$H_{01}$  is accepted if the t-value is lower than T-table.

For the qualitative data of Hypothesis 3, it did not require statistical calculation. It was answered by analyzing and comparing the data with the original provided text in a form of descriptive qualitative one.

This is the end of the discussion in this chapter. The review of literature of this research have been all discussed.

### **III. RESEARCH METHOD**

This chapter discusses certain points, i.e., research method deals with research design, variable of the research, population, sample, and sampling technique, data collecting technique, instrument of the research, research procedure, validity and reability of the tests and data analysis. They are explained in the subtopics as follows;

#### **3.1 Research Design**

This research used quantitative and qualitative method. This research was one group pretest–posttest design. It meant that the researcher attempted to find out whether there was an effect of self-regulated strategy based writing instruction to promote students argumentative essay writing. Referring to Setiyadi (2006: 143), the design can be presented as follows:

K1      T1 X T2

K1      : Experimental Class

T1      : Pre Test

X        : Treatment (by using self-regulated learning strategy based writing instruction)

T2      : Post Test

A pretest was done to find out the prior students' writing skill before being taught by using self-regulated learning strategy based writing instructions. Then, the posttest was done to find out the students' writing ability after being taught by using self-regulated learning strategy based writing instructions.

### **3.2. Variables of the Research**

In the current study, there are two variables which are used by the researcher. They were independent and dependent variable. The independent variable is self-regulated learning strategy based writing instruction and the dependent variables are learners' argumentative essay writing ability and students' perception.

### **3.3. Subjects**

The data sources in this study were the secondary level students in EFL context. The population of the research was the fourth semester of English education at State Islamic University Raden Intan Lampung. In this study, the researcher took a class as the experimental group. The experimental class was taught by using self-regulated strategy learning strategy based writing instruction.

### **3.4. Data Collecting Technique**

To collect the data, the techniques employed were as follows.

#### **1. Administering Writing Tests**

There were two writing tests administered to the students. Before the treatments, there was a writing pretest and after the treatments, there was a writing posttest. In

both tests, the students were asked to choose one of the topic presented and compose an essay writing based on the topic they chose consisting Opening, Content, and Closing. The researcher then evaluated their writing test in accordance with some aspects of writing adapted from Heaton (1999), that is content, organization, vocabulary, language use, and mechanics.

Since writing test is a subjective test, the students' works were scored by two raters; the first was the lecturer of English Education and the second was the researcher. It could be stated that in scoring students' writing ability, the researcher used Inter-Rater.

Then, the scores from the two raters were combined and the average score was taken as the final score. The possible score gained by students based on the criteria above ranks from 0-100. To help the raters in scoring the students' score, the arrangement of the score could be seen on Table 3.1. below.

**Table 3.1. Scoring System**

No.	Ss' Code	C (13-30)		O (5-25)		V (7-20)		LU (7-20)		M (2-5)		Total Score (0-100)		Average Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	

Notes:

- C : Content
- O : Organization
- V : Vocabulary
- LU : Language Use
- M : Mechanics



## 2. Collecting

The document collected were in form of every students' writing pretest, every student's draft consisting draft 1 with the feedback given from their friends and the teacher and draft 2 as the final draft, and the last every students' writing posttest. Those documents were then analyzed to answer the stated research questions.

### **3.5. Research Instruments**

Instrument is a device used by the researcher to collect data. The researcher used the essay writing test as the instrument in this research to measure the students' writing ability. In addition, the researcher gave a topic related on argumentative essay writing. In addition, to describe the process of implication self-regulated strategy learning strategy, the researcher used questionnaire and interview.

#### **a. Essay writing test**

The researcher asked the students to write an argumentative essay consisting of four paragraphs (at least 300 words) in 90 minutes. To know that the students write about 300 words, the researcher counted the words of their essay manually.

The essay was assessed based on the aspects of writing assessment: content, organization, vocabulary, grammar, and mechanics. Moreover, in writing argumentative essay, the students were hoped to write it by considering the other aspects or elements of writing: audience and purpose. In this case, the researcher has decided topics that could be chosen by the students to write in order that other

academic figures can read it to know the students' arguments about the topics chosen. The total score of essay writing test is 100. The researcher chose analytical scoring instrument because the careful specification of it can increase rater reliability. The following is scoring system for essay writing tests proposed by Heaton, 1999, which was used in this research to measure the students' essay.

**Table 3.2**  
**Scoring System of Essay Writing Test**

Aspects scored	Score	Descriptions
Content	20 – 17	<b>Excellent to very good</b> Treatment of the subject; considerable variety of ideas or arguments; independent and through interpretation of the topic; content relevant to the topic; accurate detail
	16 – 12	<b>Good to average</b> Adequate treatment of topic; some varieties of ideas or arguments; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11 – 8	<b>Fair to poor</b> Treatment of the topic is hardly adequate; little variety of ideas or arguments; some relevant contents; lacking detail
	7 – 5	<b>Very poor</b> Inadequate treatment of the topic; no variety of ideas or arguments; content irrelevant or very restrictive; almost no useful detail
	4 – 0	<b>Inadequate</b> Fails to address the task with any effectiveness
Organization	20 – 17	<b>Excellent to very good</b> Fluent expression; ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequence (coherence); connectives appropriately used (cohesion)
	16 – 12	<b>Good to average</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequence (coherence); some connectives used (cohesion)
	11 – 8	<b>Fair to poor</b> Very uneven expression, ideas difficult to follow; paragraphing or organization does not help the reader; sequence difficult to follow (coherence); connectives largely absent (cohesion)
	7 – 5	<b>Very poor</b> Lack fluent expression, ideas very difficult to follow; little sense of paragraphing or organization; no sense of logical sequence (coherence); connectives not used (cohesion)
	4 – 0	<b>Inadequate</b> Fails to address this aspect of the task with any effectiveness

Vocabulary	20 – 17	<b>Excellent to very good</b> Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register
	16 – 12	<b>Good to average</b> Adequate range of vocabulary; occasional mistakes in word/ idiom choice and usage; register not always appropriate
	11 – 8	<b>Fair to poor</b> Limited range of vocabulary; a noticeable number of mistakes in word/ idiom choice and usage; register not always appropriate
	7 – 5	<b>Very poor</b> No range of vocabulary; uncomfortably frequent mistakes in word/ idiom choice and usage; no apparent sense of register
	4 – 0	<b>Inadequate</b> Fails to address this aspect of the task with any effectiveness
Language	30 – 24	<b>Excellent to very good</b> Confident handling of appropriately structures; hardly any error of agreement, tense, number, word order, articles, pronoun, preposition, meaning never obscured
	23 – 18	<b>Good to average</b> Acceptable grammar, but problems with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronoun, preposition, meaning sometimes obscured
	17 – 10	<b>Fair to poor</b> Insufficient range of structures with control only shown in simple construction; frequent errors of tense, number, word order, articles, pronoun, preposition, meaning sometimes obscured
	9 – 6	<b>Very poor</b> Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word order, articles, pronoun, preposition, meaning often obscured
	5 – 0	<b>Inadequate</b> Fails to address this aspect of the task with any effectiveness
Mechanics	10 – 8	<b>Excellent to very good</b> Demonstrates full command of spelling, punctuation, capitalization, layout
	7 – 5	<b>Good to average</b> Occasion errors in spelling, punctuation, capitalization, layout
	4 – 2	<b>Fair to poor</b> Frequent
	1 – 0	<b>Very poor</b> Fails to address this aspect of the task with any effectiveness

## b. Questionnaire

The questionnaire helped the researcher to answer second research question. The objective of research was to describe the students' perception about self-regulated

learning strategy based writing instructions. The researcher provided the students some questions. The indicators of the students' perception about using self-regulated learning strategy based writing instructions, that the researcher used based on related to self-regulated learning strategy, interaction, self-regulated learning strategy based writing instructions on students' argumentative essay writing, and learners' satisfaction.

**Table 3.3**  
**Specification of Students' Perception Questionnaire**

<b>Objective</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Number of Items</b>
This specification is used to assess students' perception toward the implementation of self-regulated learning strategy based writing instruction	Students' Perception	1. Goal setting and planning	1,2,3,4,5,6,7,8,9,10,11,12
		2. Time management	13,14,15,16,17
		3. Self- monitoring	18,19,20,21,22,23,24
		4. Self- evaluation	25,26,27,28,29,30

(Adapted from Pintrich, *et.al*: 1991)

### **c. Interview**

To strengthen the data for the second research question, the researcher conducted interview. The researcher did interview to seven students in the sample as the representer of the class with open-ended questions in order to gain the data as clear as possible. The technique for interview is semi-structured interview. Semi-structured interview was chosen, as they are more flexible and proper with the aims of the study. The process of interview was recorded and transcribed to make the researcher easy in interpreting the data. During the interview, the interviewer is guided by students' perception interview guideline. The questions of interview is translated into Bahasa Indonesia to avoid missinterpretation between the

interviewer and interviewees. The following table was the blueprint of interview guideline.

**Table 3.4**  
**Blueprint of Interview Guideline**

Variable	Indicators	Item Number
Students' Perception	1. Goal setting and planning	1,2,3
	2. Time management	4,5,6
	3. Self- monitoring	7,8
	4. Self- evaluation	9,10

(Modified from Pintrich, *et.al*: 1991)

### 3.6. Research Procedure

The research was conducted at IAIN Lampung. The researcher used the following procedures in order to collect the data:

1. Determining the research problem

The main problem of this research was whether self-regulated strategy development based writing instruction promotes students' argumentative essay writing or not, which aspect of writing influenced mostly, and students' perception by using self-regulated learning strategy based writing instruction.

2. Determining population and sample

The population of this research was the second semeser of IAIN Lampung and the sample was chosen randomly. The researcher took two classes, the first one was the experimental class and the second one was the try-out class.

3. Selecting the material

The material of this research was argumentative essay writing for the fifth semester.

4. Administering the try-out test

This test was conducted before the pre-test was administered and is intended to determine the quality of the test used as the instrument of the research.

This test consisted of written test of argumentative essay writing.

5. Administering the pre-test

The pre-test was administered to find out the students' argumentative essay writing before they are given the treatments in the experimental class. This test consisted of written test of argumentative essay writing. The topics were about social media and scholarship.

6. Conducting treatments

In this research, the treatments were conducted in four meetings which took 2 x 45 minutes for every meeting.

7. Administering post-test

This test was conducted in order to find out the students' writing ability after they have some treatments. That test consisted of written test of argumentative essay writing. Each test item can be determined after the try-out test had been administered. From that try-out test, the researcher knew which items of the test should be taken for the post test.

8. Interview

In the interview, the researcher got the opinions of the students about self-regulated learning strategy based writing instruction.

## 9. Questionnaire

The researcher gave questionnaire to get the information about students' perception in applying self-regulated learning strategy based writing instructions.

## 10. Analyzing the data

The last but not least step of the research was analyzing the data. In this step, the researcher drew conclusion from the tabulated results of the pre-test and the post-tests that have been administered.

Those ten things, starting from determining the research problem until analyzing the data, are the whole procedures in administering this research.

### **3.7 Validity and Reliability**

The try-out would be done to prove whether the test had good quality or not. That try-out of the instrument is try-out of writing test. Theoretically, to determine the quality of those tests, the researcher analyzed four criteria of good test as follows

#### **1. Validity**

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria Hatch, and Farhady (1982: 251). In this study, the researcher viewed Face, Content, and Construct Validity. To get face validity, the instruction of writing test was previously examined by the researcher's advisors to check whether it had been clear, readable, and understandable to do by the students or not. The result showed that the instruments used were clear because

there had been instruction stated involving what to do completed by time allotment; they were readable because they were typed neatly and printed out clearly; and they were understandable for the students because simple vocabulary was used.

Content validity emphasized on the equivalent between the materials that given and the items tested. Simply, the items in the test must represent the material that was taught. In getting the content validity of writing test, the researcher arranged the materials based on the essay writing. In addition, construct validity emphasized the theory of this research.

Content validity depends on a careful analysis of the language being stated. In addition, to fulfill the content validity, the material for the argumentative essay writing is taken based on academic syllabus. Content validity emphasized on the equivalent between the material that was given and the items tested. Simply, the items on the test must represent the material that will be taught. In getting the content validity of writing test, the researcher arranged the materials based on the basic competence in syllabus taken from curriculum of academic writing 2016 in IAIN Raden Intan.

In other word, the students were expected to express the meaning in the form of written by using language variations content, organization, vocabulary, language, and mechanics to write in an argumentative essay writing.



**Table 3.5**  
**Table of Specification Writing Aspects**

No	Aspects of Writing	Definition	Percentage
1	Content	The form of content (coherence).	30%
2	Vocabulary	The selection of word that suitable with the content.	20%
3	Grammar	The employment of grammatical forms and syntactic patterns.	30%
4	Organizations	Logical of sequence (coherence); some connectives used (cohesion)	25%
5	Mechanics	Aspects of spelling, punctuation, capitalization, layout	5%

For construct validity, it measured certain specific characteristic in accordance with a theory of language learning. It investigated the research instrument appropriateness to the research object. Since the research needed the data of writing score, the instrument must truly examines the students' ability in writing an essay. Related to this research, the test items should involve the three aspects of writing such as organization, vocabulary, and grammar, content, and mechanics. The researcher puts some following points in the instrument based on the five aspects of writing.

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.

## 2. Reliability

Reliability is measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination in measuring the reliability of this test. A research instrument must have the consistency in giving the result. This reliability is used when test score independently estimated by two or more judges or rater.

In achieving the reliability of the pretest and posttest of writing, inter-rater is used in this study. The first rater is the English teacher of IAIN Lampung and the second rater is the researcher. All of them discuss and put in mind of the writing criteria in order to obtain the reliable result of the test.

$$\mathbf{IR1} \longrightarrow \mathbf{IR2}$$

Where:

IR1: First rater

IR2: Second rater

The statistical formula for counting the reliability is as follow:

$$\mathbf{R} = \mathbf{1} - \left( \frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

Where:

R : Reliability

N : Number of Students

D : The different of Rank Correlation

1 and 6: Constant Number

After finding the coefficient between raters, then researcher analyzes the coefficient of reliability with the standard of reliability below:

- a. range from 0.00 to 0.19                      very low reliability
- b. range from 0.20 to 0.39                      a low reliability
- c. range from 0.40 to 0.59                      an average reliability
- d. range from 0.60 to 0.70                      a high reliability
- e. range from 0.80 to 0.100                      a very high reliability

Shoamy cited in Mahdalena (2017)

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 3.6. 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 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.

In addition to that, the researcher also calculated the reliability of each writing aspect in the writing pretest. In details, the reliability of each aspect was as on the following table.

**Table 3.7. The Reliability of Students' Writing Pretest Aspects**

<b>Writing Aspects</b>	<b>Reliability</b>	<b>Criteria</b>
Content	0.90618	Very high reliability
Organization	0.94048	Very high reliability
Vocabulary	0.90097	Very high reliability
Language Use	0.90528	Very high reliability
Mechanics	0.75225	High reliability

In accordance with Table 3.7.above, the reliability of content aspect (pretest) was 0.90618 indicating that it was Very high.Then the reliability of organization aspect (pretest) from two raters was 0.94048 indicating that it was Very high. It was also revealed that the reliability of vocabulary aspect (pretest) was 0.90097, indicating that it was Very high. Next, the reliability of language use (pretest) was 0.90528. It indicated it was Very high. The last but not least, was. It was found that the reliability of mechanics aspect (pretest) was 0.75225 and referring to the criteria, it belonged to High reliability. In brief, it could be stated that the results of students' writing pretest aspects were all reliable.

Besides, the researcher calculated the reliability of each writing aspect in the writing posttest. In details, the reliability of each aspect was as on the following table.

**Table 3.8. The Reliability of Students' Writing Posttest Aspects**

<b>Aspects</b>	<b>Reliability</b>	<b>Criteria</b>
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

In line with Table 3.8 above, the reliability of content aspect (posttest) was 0.79279 indicating that it was High.Then the reliability of organization aspect (posttest) from two raters was 0.76763 indicating that it was High as well. It was

also revealed that the reliability of vocabulary aspect (posttest) was 0.77685, indicating that it was High. Next, the reliability of language use (posttest) was 0.86548. It indicated it was Very high. The last but not least, it was found that the reliability of mechanics aspect (posttest) was 0.73423 and referring to the criteria, it belonged to High reliability. In brief, it could be stated that the results of students' writing posttest aspects were all reliable. All in all, the result of the reliability of every score was reliable.

To make the questionnaire reliable, the researcher chose an expert judge or rater to correct and meaning of the questionnaire items. The questionnaire consisted of 30 items. The questionnaire statements were translated into Bahasa. In addition, the reliability 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.

**Table 3.9. The Reliability of Students' Perception**

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,985	,986	2

In line with Table 3.9. above, the reliability of perception score showed that it was 0.985. Referring to the criteria, it belonged to Very high reliability. Referring to the criteria, it belonged to Very high reliability as well.

### **3.8 Data Analysis**

The researcher conducts data analysis in order to get the answer to the research questions proposed in the formulation of the problem that is whether the implementation of self-regulated strategy development based writing instruction can improve students' argumentative essay writing or not, the students' problems in implementation of self-regulated learning strategy based writing instruction, and students' perceptions. As mentioned earlier, there are two types of data in this research. Consequently, two types of data analysis techniques must be employed; those are the qualitative data analysis technique and the quantitative data analysis technique. Each data analysis technique is explained as follows:

#### **3.8.1 Qualitative Data Analysis**

The qualitative data consist of questionnaire and interview. These data are analyzed following three stages of qualitative data analysis suggested by Miles and Huberman (1994), namely reducing data, displaying data, as well as drawing and verifying conclusions. In data reduction stage, the researcher processed raw data by sorting out important and relevant data from the unimportant one and using coding to label the important and relevant data. After that, the researcher displayed the data. Then, conclusions to answer the research question could be made. To validate the research findings, the researcher gets the data that be found from interview with the ones gathered from questionnaire.

On the other hand, to analyze the data obtained from the interview and questionnaire, data display, reduction, and verification were used.

In qualitative research, trustworthiness has become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research. As indicated by Denzin and Lincoln (2005) in Lodico (2010), qualitative researchers use more than one method of data collection in the same study and compare the results obtained through these multiple methods. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., questionnaire and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.

There are four types of triangulation; methods triangulation, triangulation of sources, analyst triangulation, and theory or perspective triangulation. The first type of triangulation is methods triangulation. The researcher checks out the consistency of findings generated by different data collection. The second is triangulation of sources. This kind lets the researcher examines the consistency of different data sources from within the same method. In analyst triangulation or the third type of triangulation, the researcher uses multiple-analysis to review findings or using multiple observers and analysts. On the other hand, theory or perspective triangulation permits the researcher to use multiple theoretical perspectives to examine and interpret the data.

For making this research credible, the researcher screens her findings through methods triangulation. The researcher used triangulation as a strategy that allows

her to identify, explore, and understand different dimensions of the units of study, thereby strengthening her findings and enriching her interpretations. The researcher used questionnaire and interview to get the data. The process to get data by using triangulation, they are as follows:

Firstly, the researcher applied self-regulated learning strategy (SRLS) for the students' writing. After that, the researcher collected the data from their writing on students' pre-test and posttest.

Secondly, the researcher gave the questionnaire to know the students' perception on self-regulated learning strategy based writing instructions. The researcher collected the data and selected the data. The researcher selected the data which the data can be used or not. After that, the researcher analyzed the data and gave the conclusion.

Thirdly, the researcher gave an interview to seven students to know the student' perception self-regulated learning strategy based writing instructions. The researcher did record the students' responses based on the questions of interview. After that, the researcher collected the data and selected the data to know which can be used or not. The researcher analyzed the data. Finally, the researcher gave a conclusion.

### **3.8.2 Quantitative Data Analysis**

As explained previously, the data in the present research was analyzed both quantitatively and qualitatively. Hence, to analyze the quantitative data, the



researcher used Statistical Package for Social Science (SPSS) program version 23 for windows. The data obtained from test was compared before and after treatment. The steps are describes as follows.

1. The researcher analyzed the score of pre-test and post-test in the experimental class to find out the mean score.
2. The researcher compared the score of pre-test and post-test by using independent t-test to know the differences before and after the treatment given. The significant level ( $\alpha$ ) which is used is 0.05.

The hypothesis that will be tested as follows:

- a. Ho: Self-regulated learning strategy based writing instruction does not promote students' argumentative essay writing.  
Ha: Self-regulated learning strategy based writing instruction promotes students' argumentative essay writing.
- b. The aspect of writing most influenced by using self-regulated learningstrategy based writing instruction is grammar.
- c. The students' perception by using self-regulated learning strategy based writing instruction is negative.

The criteria for hypothesis acceptance is that if the significant (p) value obtained through SPSS program was less than the significant level (0.05) it means that Hois rejected. It means that there is an effectachievement of students' writing abilitybefore and after the treatments. In other words, it can be said that the self-regulated learning strategy based writing instruction will giveeffect so that it

can promote students' writing ability. On the contrary, if the significant (p) value which is gained from SPSS program was greater than the significant level (0.05) it means that  $H_0$  is accepted. Then, it can be said that there is no effect of students' writing ability achievement before and after the treatments. Therefore, it can be interpreted that the self-regulated learning strategy based writing instruction will not give effect toward students' writing ability.

### 3.9 Hypothesis Testing

To test the first and second hypothesis, IBM SPSS Statistics 23 was used. The hypotheses were analyzed at significance level of 0.05 in which the hypothesis was approved if  $\text{Sig} < \alpha$ . It means that probability of error in hypothesis is only about 5%. The hypotheses were drawn as follows:

1.  $H_0$ : Self-regulated learning strategy based writing instruction does not promote students' argumentative essay writing.

$H_1$ : Self-regulated learning strategy based writing instruction promotes students' argumentative essay writing.

The criteria for accepting the hypotheses is as follows:

$H_{01}$  is accepted if the t-value is lower than T-table.

Concerning with the second research question, the hypotheses were drawn as follows.

2. The aspect of writing most influenced by using self-regulated learning strategy based writing instruction is grammar.

For the qualitative data of Hypothesis 3, it did not require statistical calculation. It was answered by analyzing and comparing the data with the original provided text in a form of descriptive qualitative one.

This is the end of the discussion in this chapter. The methods of this research have been all discussed.

## **V. CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the English teachers and the other researchers who want to conduct the research about the application of self-regulated learning strategy based writing instructions to train certain types of strategies and also to teach students' language skills.

### **5.1. Conclusions**

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher draws to these following conclusions:

1. The researcher was able to use the self-regulated strategy development model of instruction to teach writing to the pre-intermediate students in the process of self-regulated learning strategy of the model are so clearly stated that even inexperienced teachers can build upon it. In addition, the procedures of self-regulated learning strategy give the contribution to teach and learning writing especially in argumentative essay writing. Moreover, the self-regulated learning strategy model can be implemented in the foreign language writing curriculum to provide learners with general and specific strategies to help them self-regulate the writing process. In addition, by considering the importance of applying self-regulated in the classroom, English Language Teaching should use it especially for enhancing students' grammar and overcoming its problem.

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 donot apply self-regulated learning strategy completely.

## **5.2. Suggestions**

Related to the problem of this research and the information from the discussion of this research, the researcher would like to suggest:

### **Suggestion for the teacher:**

This 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.

### **Suggestion for further research:**

1. 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 language 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.
2. The present study has limitation of time in training the learners. Moreover, it is also recommended that the period of training should be extended to continue contributing to participants' self-evaluation process. Therefore, further studies should explore the effectiveness of self-regulated learning strategy by allocating a longer period of time than only two weeks as the researcher did in

this study to promote more student practice in the use of self-regulated learning strategies.

3. 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. This extension can be employed by using diaries and journal, think aloud protocols and many others in order to identify the other factors related to the use of certain strategies that can be useful for the researcher to collect more valid and reliable data.

This is the end of the discussion in this chapter. The conclusion and suggestion of this research have been all discussed.

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