THE INFLUENCE OF SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) TOWARDS STUDENT'S WRITING MOTIVATION IN RECOUNT TEXT IN FIRST GRADE OF SMKN 1 SEPULU

THESIS

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Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul "The Influence of Self-regulated Strategy Development (SRSD) toward Student's Writing Motivation in Recount Text in First Grade of SMKN 1 Sepulu Bangkalan" adalah benar-benar merupakan hasil karya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

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ADVISOR APPROVAL SHEET

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ABSTRACT

Romadhon, Fajar. (2018). The Influence of Self-regulated Strategy Development (SRSD) toward Student's Writing Motivation in Recount Text in First Grade of SMKN 1 Sepulu Bangkalan, Bangkalan.A Thesis. English Teacher Education Departement, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Dra Irma Soraya, M.Pd and Sigit Pramono Jati, M.Pd

Key Words : The influence, Self-Regulated Strategy Development, Motivation, Writing Recount text.

Motivation in writing is important to make students' interest in writing is improved. thus, The teacher in SMK 1 Sepulu provided many home works to make the students become Independent learner. However, the home works that are given to the students in SMK 1 Sepulu have no aims such as it would make do the homework only copying from his or her friend's works. Refering to those problem, Creating enjoyable and comfortable learning atmosphere is one of the ways to increase the student's motivation in writing. Here, The use of Self-regulated strategy development (SRSD) is one of appropriate strategy to be implemented in SMKN 1 Sepulu in guiding the students to be an independent learner. The objective of this study was to find out and analyze the influence of self-regulated strategy development towards students' writing motivation in recount text. the researcher used quasy-experimental method in this study. The researcher conducted the reaserch to first grade students of SMK 1 Sepulu.. The researcher took two classes as the sample: X TKJ 1 as the experimental group and X TKJ II as control group. The instrument of this study were questionaire which consist of pre and post questionaire and interview. the writer used T-test to analyze the data. The result of this study showed that The obtained t0 is 10.02 was higher than t-table as 5% level of significance = 2.00 and. so, the writer can conclude $2.00 < 10.02$. therefore, the first hyphothesis (Ha) was accepted and null hypothesis(H0.) was rejected. Additionally, in the data gained by interview with the respondents, they admitted that their motivation was improved by the implementation of self-regulated strategy development. therefor, it can be concluded that self-regulated strategy development is effective to be a strategy in English teaching and learning writing particularly in increasing students' motivation to write.

ABSTRAK

Romadhon, Fajar. (2018). The Influence of Self-regulated Strategy Development (SRSD) toward Student's Writing Motivation in Recount Text in First Grade of SMKN 1 Sepulu Bangkalan, Bangkalan.A Thesis. English Teacher Education Departement, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisor: Dra Irma Soraya, M.Pd and Sigit Pramono Jati, M.Pd

Kata Kunci: The influence, Self-Regulated Strategy Development, Motivasi, Writing Recount text.

Motivasi dalam menulis sangat penting untuk membuat minat siswa dalam menulis meningkat. Dengan demikian, Guru di SMK 1 Sepulu menyediakan banyak sekali pekerjaan rumah untuk membuat siswa menjadi pelajar yang mandiri. Namun, pekerjaan rumah yang diberikan kepada siswa di SMK 1 Sepulu tidak memiliki tujuan dan itu akan membuat mereka menyalin dari karya dari karya temannya. Mengacu pada masalah tersebut, Menciptakan suasana belajar yang menyenangkan dan nyaman adalah salah satu cara untuk meningkatkan motivasi siswa dalam menulis. Di sini, Penggunaan Self-regulated strategy development (SRSD) adalah salah satu strategi yang tepat untuk diterapkan di SMKN 1 Sepulu dalam membimbing siswa untuk menjadi siswa yang mandiri. Tujuan dari penelitian ini adalah untuk mengetahui dan menganalisis pengaruh SRSD terhadap motivasi menulis siswa dalam teks recount. Peneliti menggunakan metode quasy-eksperimental dalam penelitian ini. Peneliti melakukan penelitian ulang pada siswa kelas 1 SMK 1 Sepulu. Peneliti mengambil dua kelas sebagai sampel: X TKJ 1 sebagai kelompok eksperimen dan X TKJ II sebagai kelompok kontrol. Instrumen penelitian ini adalah kuesioner yang terdiri dari pre dan post questionaire dan wawancara. penulis menggunakan T-test untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa t_0 yang diperoleh adalah 10,02 lebih tinggi dari t-tabel karena tingkat signifikansi 5% = 2,00. jadi, penulis dapat menyimpulkan 2,00 <10,02 Oleh karena itu, hiphotesa pertama (Ha) diterima dan hipotesis nol (H0.) ditolak. Selain itu, dalam data yang diperoleh dengan wawancara dengan responden, mereka mengakui bahwa motivasi mereka ditingkatkan dengan penerapan pengembangan strategi self-regulated. Oleh karena

itu, dapat disimpulkan bahwa pengembangan strategi self-regulated efektif untuk menjadi strategi dalam pengajaran bahasa Inggris dan belajar menulis khususnya dalam meningkatkan motivasi siswa untuk menulis.

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CHAPTER I

INTRODUCTION

On this chapter, the researcher attempts to elaborate several important points covering (1) Background of the Study, (2) Research Questions, (3) Objective of the Research, (4) Scope and Limitation of the Research, (5) Significance of the Study and (6) Definition of Key Terms.

A. Background of the Study

People consider mastering English writing skill as a crucial knowledge in the world of communication. Megawati & Anugerahwati argues that writing can create a permanent and visible record of ideas for readers.[1] Writing is an important skill to be mastered. It has some positive impacts.[2] Through writing, the writer can communicate and gathers information widely with great detail and accuracy. In writing, the recent curriculum, K-13 curriculum, stated that the students are taught to be able to develop their communication competence not only in oral, but also in written form. To write well, students must have capabilities in writing.[3]

Additionally, the students of senior high school are not only writing what is on their mind, but also they must be able to organize the ideas to construct the sentences.[4] Moreover, they need to focus on punctuation, capitalization, spelling, grammar. The senior high-school students are expected to be able to understand as well as to create various text such as announcement, descriptive and recount text.[5] In this research, the researcher focuses on writing skill

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[1] Megawati, Fika; Anugerahwati, Mirjam Comic Strips : A Study on the Teaching of Writing Narrative Texts to Indonesian EFL students. 2012.
[2] Charles A. Macarthur, et.al., *Handbook of Writing Research* (New York: The Guilford press, 2008), 1
[3] Silabus bahasa inggris SMA k-13 kd 4.12 and 4.15
[4] Ibid KD 4.14
[5] Ibid KD-3.7, KD 3.8 and KD 3.9

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because it needs very complex ways to master. However, not all of the senior high school students can produce the expected writing product.

Though writing skill is taught in language classroom, there still some problem faced by the students. Based on the preliminary research during internship practice in August 2016 located at SMAN 1 Taman Sidoarjo, the students got difficulties in making a topic sentence that is related to the topic given as well as they got difficulties in expressing their idea. It is difficult for them to think what they want to write. Based on *Silabus K-13 Bahasa Inggris kelas X* or Syllabus of English subject on 1 grade of senior high school in K-13 curriculum point KD 4.14[6], it is stated that students need to construct a simple recount text about their experience however they are not able to produce good supporting details for each paragraph that the researcher gave. They seem to have limited idea when giving their arguments about the topic.

Writing is build from the ideas in the student's mind. So, student's mood is important in the writing process. During the learning process, students are not interested in writing. So, they feel bored and do not follow the lesson well and also they did not pay much attention to the explanation of the teacher during the internship teaching. Based on Frank Pajares and and Gio Valiente said that the more ability that learners have in writing, the more they are motivated in writing.[7] Motivation in writing process becomes problem for some students. The students' motivation in writing is characterized by movement, both emotional and cognitive, and the writing process that results is also characterized by movement[8]. It can be concluded that the students will be motivated to write if they show positive attitude toward writing tasks. Therefore, motivation is one of the important aspects in

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[6] Silabus bahasa inggris SMA K-13 kelas X, KD 4.14

[7] Journal, frank pajares and gio valiente, self-eficacy beliefs and motivation in writing developement, chapter 11

[8] Pietro Boscolo and suzanne hidi, writing and Motivation Netherlands : Elsevier Ltd, 2007) page 30

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teaching and learning process that can determine the student' success in writing.

   Motivation in learning English is important for students high school especially vocational high school who are going face the field of real working after graduating from the school especially information and networking technique program. Information and networking technique program is one of program that is accessible in SMKN 1 Sepulu. Information and networking technique program is selected because the students after graduating is expected to become a technician that is including one of the profession of eight professions that will be affected by the free market policies contained in the ASEAN Mutual Recognition Arrangement (MRA)[9]. Therefore, one of the necessary to improve the quality of the students is to improving their English. English language plays role to make students get qualified when they apply for job in Indonesia or overseas. However students of SMKN 1 Sepulu have less motivation in learning English. The researcher has conducted pre-research at SMK 1 Sepulu on 18th of September 2017. Based on the conversation that I had with the English teacher of SMKN 1 Sepulu, most of the students of SMKN 1 Sepulu have less interest in writing. They think writing as a difficult thing to do. They consider that writing is not interesting activities. So, According to preliminary research that is done by the researcher, it is known student of tenth grade at SMK 1 Sepulu is indicated having low motivation in writing. The researcher has given some question related to their motivation in writing. Most students admit that they cannot do writing well in English lesson. Moreover, they have limited opportunity to write and that impact on students' performance. Furthermore, a teacher of SMK 1 Sepulu affirms that the students are less motivated in learning English especially in writing because their ability is low in English subject. So, the teacher provides many homework's for the students that make the students become Independent learner or Self-regulated learner to improve students' motivation in learning English. The teacher believes that the more homework that students do, it would make

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[9] Steffi Teowira, " 8 profesi yang akan bersaing di Masyarakat Ekonomi ASEAN (MEA) ," Rappler.com,)

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students better in managing the learning. However, the Home works that are given to the students in SMK 1 Sepulu have no aims such as they work only for exercises which could make the students get bored even it would make some the students of SMK 1 Sepulu also do the homework only copying from his or her friend's works.

Teacher's principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness activity, and encouraging them as much effort as possible for maximum benefit[10]. Creating enjoyable and comfortable learning atmosphere is one of the ways to make student's interest in writing. the feeling of fun in writing can increase student's interest to write so that their writing's motivation improves. Where the students are involved in a creative writing activity, it is usually the case that some find it easier to generated ideas than other.[11] Moreover, practicing writing regularly will build students writing habit. Writing habits is important because when it has been build, student will get advancement from it. The use of Self-regulated strategy development (SRSD) is one of the ways to develop their writing habit. Moreover, SRSD is appropriate strategy to be implemented in SMKN 1 Sepulu because it guides the students to be an independent learner like what the teacher of SMKN 1 Sepulu wants.

Self-regulated strategy development (SRSD) supports students to do monitoring, evaluating and revising their writing, which in turn reinforces self-regulation skills and independent learning[12]. Additionally, SRSD is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. SRSD is also evidence-based approach to teach student self-regulation strategies in teaching writing and Strategies for Composition and Self-Regulation in the Writing Process. This

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[10] Jeremy, H. The practice of English languange teaching. (London: longman 2001) page. 261

[11] Ibid page 261

[12] Staff, TEAL Center.2012. Journal article. Self-regulated Strateg Development.

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method uses powerful self-regulation and writing strategies as well as improving their attitude toward their writing.

Additionally, Zimmerman and Kitssantas's studies demonstrated that teaching students self-regulatory strategies contributes to improving their writing performance, attitude to writing and self-efficacy.[13] Moreover, Graham, Harris designed a writing program called Self-regulated Strategy Development (SRSD), under assumption that a self-regulated writer is also one who wants to write. Their research program demonstrated that SRSD improved problem writers' performance including motivation to write. Additionally, students with better self-regulatory skills tend to be more academically motivated and display better learning. So, this study will emphasize about students' writing motivation in SMK 1 Seppuku in recount text by using Self-Regulated Strategy Development technique, whether the technique gives an effect for the students' writing motivation or not.

Based on previous research from Khairuddin[14], entitled The *Effectiveness of Jigsaw Technique in Increasing Students Motivation in Studying English of Islamic Junior High School Al Muttaqien Pekanbaru*. This research is aimed to find out the effectiveness of using jigsaw technique in increasing students' motivation. From his research, he found that jigsaw significantly has high effectiveness in increasing students' motivation. Even though, this research has similar variable with the writer research, that research conducted by Khairuddin is different because it used different technique in increasing students' motivation while the writer wonder to know how SRSD influence the students motivation in writing recount text.

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[13] Boscolo, P, & Hidi, S (2007) self-regulation of Writing, Writing and Motivation, Amsterdam (page 21)
[14] Krairuddin*, the effectiveness of jigsaw teachnique in increasing students motivation in studying english of islamic junior hihg school al muttaqien pekanbaru*. Skripsi. Pekanbaru : fakultas tarbiyah dan keguruan UIN SUKA riau, 1429/2009.

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Additionally, the other previous research that is conducted by Fitri Prihatini, Yunita, entitled[15] : *The Effect of SRSD Self-Regulated Strategy Development) towards Writing Skill to the Eight Grade Students of SMPN 1 Warureja, Kabupaten Tegal an experimental study in SMPN 1 Warureja, Kabupaten Tegal 2010/2011*. From her research, she found that there is positive effect of self-regulated strategy development (SRSD) towards writing skill to the eight grade students of SMPN 1 Warureja kabupaten Tegal. This research that is conducted by Fitri Prihatini, Yunita is different from what the researcher will conduct because Mrs Yunita has different variable that is writing skill while the researcher will conduct the research about students' motivation in writing recount text.

The other research that is conducted by Reski Pilu[16] from Cokroaminoto Palopo University entitled "*improving students writing ability performance; a self-regulated strategy development*". From his research, he found that there was significance effective in teaching narrative writing to the students of the sixth semester of English students of English study program of Cokroaminoto Palopo University. The research that is conducted by Reski Pilu is also different with the research that the researcher wants to conduct because it has different variable that is ability performance while this research has its own variable that is students' motivation. From three the previous studies above, this research shares different part of research such as they share the difference on the variable, and strategy.

Based on the background and the symptoms above, the researcher focused in conducting a research to investigate the

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[15] Fitri Prihatini, Yunita. *The Effect of SRSD Self-Regulated Strategy Development) towards Writting Skill to the Eight Grade Students of SMPN 1 Warureja, Kabupaten Tegal an experimental stdy in SMPN 1 Warureja, Kabupaten Tegal 2010/2011*. Skripsi. Tegal: 2011

[16] Reski Pilu, *improving students writing ability performance; a self-regulated strategy development* . Skripsi, Palopo. Cokroaminoto Palopo University. 2014

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influence of self-regulated strategy development (SRSD) on students writing motivation in SMKN 1 Sepulu. This study is necessary for the teacher of SMKN 1 Sepulu as information about effective strategy for teaching writing and later this research can be used to apply the new application of teaching writing to develop students' motivation in writing. so it can also develop the quality of English teacher knowledge and performance in doing the instruction. The researcher also analyzed whether the strategy used are having significant influence to the student's writing motivation or not. Therefore, this study is entitled "The influence of self-regulated strategy development (SRSD) toward student writing' motivation in recount text in tenth grade of SMKN 1 Sepulu."

B. Research Question

Based on the background of the study presented previously, the research question as follow:
1. How is the students' motivation in writing recount text taught by using conventional technique?
2. How is the students' motivation in writing recount text taught by using self-regulated strategy development?
3. Is there any significant difference of students' motivation in writing recount text between students who are taught by using conventional technique and those who are taught by using self-regulated strategy development (SRSD)?

C. Objectives of the Study

Based on the background of the study and research questions, the objective of the research, as follows:
1. To analyze students' motivation in writing recount text taught by using conventional technique

2. To know students' motivation in writing recount text taught by using self-regulated strategy development (SRSD)?
3. To find out wheather there is significant differences of students' motivation in writing recount text between students who are taught by conventional technique and

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those who are taught by self-regulated strategy development (SRSD) or not.

D. Scope and Limitation of the Study

1. The scope

    Boscolo and Hidi usefully divide the research into motivation to write into three main areas. The first area is that of *self-beliefs* (i.e. self efficacy, self-concept and attribution theory), the second area is that of *motives to act* (i.e. goal orientations, interest, values etc) and the third area is that of *regulation* (i.e. self-regulation).[17]

Based on the explanation above, the scope of this research only focuses on motivation in third area that is self-regulation particularly in self-regulated strategy development (SRSD) technique toward motivation in writing recount text.

2. Limitation

    The researcher conducts this research in teaching writing. Furthermore, this research is not teaching all classes of first grade of SMKN 1 Sepulu but it is limited on teaching recount text particularly in KD 3.9, KD 4.13 and KD 4.14 in two classes only of first grade of SMKN 1 Sepulu.

    The objects of the research is two classes in first grade, they are X TKJ 1 and X TKJ 2 because they both classed share same similar ability in English proficiency

E. Significance of the Study

    Based on the result of this study, this research that is related with self-regulated strategy development (SRSD) is essential strategy to be implemented and this research is expected to give some advantages, as follows:

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[17] Hawthorne, S (2008) Engaging Relucant Writers: The Nature of Reluctance And Efffect of A Self-Regulation Strategy Training Program on The Enggagment and Writing Performence of Relucant Writers in Secondary School English. Unpublished Doctoral Disertation. New Zeland: University of Auckland.

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1. To the teacher of English

   It can be used as a technique or effective strategy for teaching writing skill so it can also enrich the quality of English teacher knowledge and performance in instruction as well as students' achievement in learning English in classroom.

   To give information to the teacher and institutions about the influence of SRSD towards students motivation in writing recount text.

2. To the students

   It may motivate, guide, help and encourage students to express their ideas and opinion in writing recount text and to give contribution to the students in order to improve their motivation in writing recount text.

F. Definition of Key Terms

In order to make a concept of the key terms used in this research and to avoid misinterpretation or misconception to the reader, the researcher should involve in this study are defined as follows:

1. Writing

   Writing is one of skill that should be mastered by the student in learning English. Writing is the ways to think about how to express ideas, thoughts, and feelings in written language and the reader can get the point about writer's thoughts. [18] While in this research, writing means the students' work in writing recount text.

2. Self-regulated strategy development (SRSD)

   Self-regulated strategy development (SRSD) in teaching writing is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers.[19] In this research Self-regulated strategy

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[18] Langan, john. 2010. Exploring Sentences and Paragraphs Second Edition

[19] https://lincs.ed.gov/state-resources/federal-initiatives/teal/guide/strategydev.

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development is a method used by researcher to teach writing particularly to teach recount text.

3. Motivation

   Motivation is the feeling of interest or enthusiasms that make somebody want to do something.[20] In this research, motivation refers to energy which can motivate and attract the students to achieve the learning goal that is recount text at the first grade of SMK 1 Sepulu.

4. Recount text

   A recount text reconstructs past evens in the time in order in which they occurred[21]. It means Recount text is a pieces of the text that retells past events, usually in order in which they happened or it tells about something that happened in the past events chromatically.

5. Influence

   Influence is the power to have an effect on people or things, or a person or thing that is able to do this.[22] Then, in this research the influence is the effect of SRSD towards students' writing motivation, from low into high level

6. Self-Regulation for Motivation to Write.

   Self-regulation for writing refers to the self-initiated thoughts, feelings and actions that writer use to attain various literary goals[23]. It means the students with better self-regulatory skills tend to be more academically motivated and display better learning particularly in motivation in writing.

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[20] E lizabeth F. Barkley, Student Enggagement Teachnique: A Handbook for college faculty san francisco: jossey Bass, 2010) page 9

[21] Joko Priyana, et al. Scaffolding English for Junior High School Grade VIII, 2008, page 69

[22] Cambridge dictionary press , accessed
http://dictionary.cambridge.org/dictionary/english/influence

[23] Hawthorne, S... page 46.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about theories used as the basis for supporting for the study. In chapter two, It mainly covers the (1) Writing (2) Recount Text (3) SRSD (4) Motivation, and (6) Previous Study.

A. Writing

1. Definition of Writing Skill

Writing skill is one of important skills that should be mastered in using a language. It is because writing has significant influence in improving communicative competence of learning language. According to Langan, a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, or cooking, and like any skill, it can be learned. Writing needs to transfer thoughts and feelings from one's head into words[24]. It means that writing is a way to deliver information and express ideas on paper. It also refers to a process of communicating in gathering ideas in written form. In this case, students have to be able to develop their ideas in written task.

Furthermore, writing is an action that needs more time and creativity. Brown states that writing is a thinking process[25]. By writing, students learn how to generate idea in their mind and express it on paper in order to deliver what they mean to the reader. In writing, students need effort to start writing, because it is not an automatic process.

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[24] Langan, john. 2010. Exploring Sentences and Paragraphs Second Edition

[25] Brown, H douglas. 2007. Principles of Language Learning and Teaching Fifth Edition

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2. Writing Process

Writing a paper is a process that can be divided into the following steps: Prewriting, writing the first draft, revising, editing and proofreading[26].

a. Prewriting

Prewriting represent five techniques that will support students get ideas and develop a topic and find words on paper: (1) free writing, (2) questioning, (3) making a list, (4) clustering, and (5) preparing a scratch outline. These prewriting techniques help students to think about and create material, and they are a central part of writing process.

b. Writing the first draft

When students write a first draft, they need to prepare to put additional thoughts and details that did not emerge during prewriting.. Students do not need to take time correcting words or sentences that may decide to remove later. Instead, make it as goal to state the main idea clearly and develop the content of the paragraph with plenty of specific details.

c. Revising

In this step, revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means that students rewrite a paragraph, building upon what has already been done in order to make it stronger. There are two stages to the revision process. Those are revising content and revising sentences.

d. Editing and Proofreading

The next to last major stage in the writing process is editing, checking a paper for mistakes in grammar, punctuation, usage, and spelling. Students have to

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[26] . Langan, John. 2010. Exploring Sentences and Paragraphs Second Edition

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prepare their self to carry out this important closing step in the writing process.

3. Purpose of Writing

There are some theories related with the purpose of writing. According to Penny Ur, the purpose to do writing, in principle, is ideas expression, the conveying of messages to the reader and the ideas should be seen as the most significant aspect in writing.[27] It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

Meanwhile, according to Adam U Kempler said that " we write for many reason; To inform, to argue, to complain, to correct, to solve problem, to organize, to make money, to remember, to mourn, to articulate emotion, to express imagination, to pass test, to fulfill assignment, to explore the world and ourselves and enjoy life."[28] In addition, He said that there are four common purposes in writing they are: *to inform, to explain, to persuade,* and *to amuse others*

a. Writing to Inform

Most of the writing purposes are to inform their readers about a subject. To inform is to distribute necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important.

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[27] Penny Ur, *A Course in Language Teaching: Practice and Theory*, (London: Cambridge University Press, 1996), p.163

[28] Adam U. Kempler. Adventures in Writing. An Introduction to Writing Process with Reading' Upper Sadddle River: Practice Hall, 2003, p 6

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b. Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well.

All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

c. Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school lives will probably persuasion. Letters of application for jobs and essay on examinations are to involve writing persuasively.

d. Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone. Writing to amuse gives you an opportunity to bring pleasure to others.

4. Teaching writing

Writing pedagogy is important, as Brown states by claiming that writing is "as different from speaking as swimming is from walking"[29] . Additionally, writing is more than producing accurate and complete sentences and phrases but also writing is about guiding students to: "produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers…"[30]. So that way, teaching writing is needed an efficient learning of writing strategy

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[29] Brown, H douglas. 2007. Principles of Language Learning and Teaching Fifth Edition page 335
[30] Emmelie, Ahlsen and Nathalie Lundh, Teaching writing in theory and practice, 2007, page 4

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because teaching of writing as a complex matter. Cushing Weigle in teaching writing in theory and practice looks at the writing from several perspectives. For instance, she views it as a social and cultural phenomenon and as a cognitive activity.[31]

a. Writing as a social and cultural phenomenon

Our lives involve all kinds of writing. Notes on the fridge, journalistic writing, greeting cards, to mention a few – all fill the purpose of communicating and bringing messages across. This is one of the criteria for writing being a social and cultural phenomenon. Emmelie Alsen refers to Hayes: "Writing is also social because it is a social artifact and is carried out in a social setting. What we write, how we write and who we write to is shaped by social convention and social interaction".

b. The cognitive aspect

What is going on mentally when a writer creates a piece of text, a paragraph? What are the thoughts? Emmelie Alsen refers to Cushing Wiegle writes that research has been done in order to "gain insight into the mental activity and decision-making process of the writer as he or she carries out a writing task". Moreover, Cushing Weigle writes that this line of research shows that writers spend a lot of time planning and editing their work for both organization and content. a writer goes through when writing is controlled by an over-arching factor; a component within the writer's writing ability, through which the different thought processes in the writing takes place.

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[31] Ibid, page 5

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B. Recount Text

1. The Definition of Recount Text

A recount text is a text that reconstructs past evens in the time in order in which they occurred[32]. It means Recount text is a pieces of the text that retells past events, usually in order in which they happened or it tells about something that happened in the past events.

2. Purpose of Recount Text

According to Hayland, recount text is for reconstructing past experiences by retelling events in sequences.[33] The other purpose of recount text is to tell or amuse the reader or audience.

3. Type of Recount Text

Based on purpose of recount text, there are several types of recount text: personal recount, factual recount and imaginative recount.

a. Personal Recount
   Personal recount is retelling events that the writer experiences before by him or her self

b. Factual Recount
   Factual recount records the details of an event by reconstructing some factual information or event. For example is news report.

c. Imaginative Recount
   Imaginative recount is a kind of recount text which retells imaginative story that the events of the story do not occur in the real life.

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[32] Joko Priyana, et al. Scaffolding English for Junior High School Grade VIII, 2008, page 69

[33] Ken Hyland, Second language Writing , Cambridge University Press 2003 page 20

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4. Schematic Structure of Recount text

In writing well recount text, there is some schematic structure that the writer should know, as follows[34]

a. Orientations

It provides the setting and introduces the participants about the text. it also tells the reader who is involved, where this event took place and when this happened.

b. Sequences of the Events

This part tells what happened in sequence. It give more information about the story in detail including what, who, where, and when. The event can be told in chronological order like first, next, then, finally and so on.

c. Re-orientation

It is a conclusion of the events or the end of the story[35] sometimes it describe also the writer opinion about the events, as optional.

C. Self-Regulated Strategy Development (SRSD)

This part will explain about writing strategy instruction namely Self-Regulated Strategy Development (SRSD).

1. The Definition of Self-Regulated Strategy Development (SRSD)

Self- regulated strategy development (SRSD) is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers[36]. According to TEAL, it encourages students to monitor, evaluate and revise their writing, which in turn reinforces self-regulation skills and independent learning.[37] Self-regulated strategy development is a strategy in the

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[34] Targeting text, Loc, cit page 4

[35] Mark and kathy anderson, Text type , South Yara: Macmillan Education, 2005, page 50

[36] Weta, 2015, Strategies for Composition and Self-Regulation in the Writing Process

[37]https://lincs.ed.gov/state-resources/federalinitiatives/teal/guide/strategydev.

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process of teaching and learning. It is a research-based strategy first implemented by Stave and Karen Harris out of the University of Maryland. Thomas stated that it is for students with and without disabilities. It is supported by 25 years of research.[38]

In addition about the definition on Self-Regulated Strategy Development, Hacker states that SRSD is a process developed over the past thirty years for improvement of writing that adapts to the teacher's style while addressing both straights and needs of students who struggle with learning.[39]

Sandmell stated SRSD involves teaching students a strategy for planning, translating, and reviewing a written composition, along with a self-regulation process that enables students to monitor their own use of the strategy. [40] with SRSD, students are explicitly and systematically taught strategies, self-regulation procedures and are provided with meaningful opportunities to support their development.

2. **Characteristic of SRSD**
   There are five critical characteristics of SRSD instruction:[41]
   a. Writing strategies and self-regulation strategies and also declarative, procedural, and conditional

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[38] Karin Sandmel *et al.*, *Success and Failure with Tier-2 SRSD for Timed-Writing Tests among Second through Fifth-Grade Students with Writing and Behavioral Difficulties Implications for Evidence-Based Practice*, *Advances in Learning and Behavioral Disabilities Volume 24, Assessment and Intervention*, *ed.* Thomas E. Scruggs and Margo A. Mastropieri (Howard House, Wagon Lane, Bingley, Emerald Group Publishing Limited, 2011), p. 254 (Retrieved on December 20th 2011 fromwww.library.nu)

[39] Karen R harris, Handbook of metacogniton in education, Metacognition and chldren's writing. Douglas J. Hacker NewYork, 2009 page 142

[40] Karin Sandmel... page 141

[41] Karin Sandmel...Ibid.. page 261-263

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knowledge are taught and supported in development explicitly.

b. Students are viewed as active collaborators who work with the teacher and each other during instruction

c. Instruction is to be individualized so that makes the processes, skills, and knowledge targeted for instruction are tailored to student's needs and capabilities.

d. Instruction is criterion based rather than time based.

e. SRSD is an on-going process in which new strategies are introduced and previous taught strategies are upgraded over time.

3. The advantages

Following SRSD has two major advantages as stated by Reid and Lienemann:[42]

a. A good model gives you instructional road map to follow. You know how to teach the strategy in effective, systematic, step-by-step. This ensures that critical steps in the strategy instruction process are not omitted or shortchanged

b. Second, strategy instruction involves a commitment of time and effort on the part of the teacher. To maximize the chances of a positive outcome { i.e increased academic performance for students}.

4. The Steps of Self-Regulated Strategy Development (SRSD)

In Self-Regulated Strategy Development (SRSD), there are some stages that must be completed by the teacher to achieve independent learning by using this strategy. There are six steps in implementing Self-Regulated Strategy Development (SRSD), as follow[43]:

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[42] Robert Reid and Torri Ortiz Lienemann, Strategy Instructon for Students with Learning Dissabilities, What Works for Specifical-Needs Learners. Ed Karen R Hars and steve Graham, NewYork. page 33 ,

[43] https://earlychildhoodeducation.usu.edu/pdf/annual-symposium/self-regulated.pdf

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a. Development of Background Knowledge
b. Discussion of the Strategy
c. Modeling of the Strategy
d. Memorization of the Strategy.
e. Support the Strategy
f. Independent Performance.

Stage 1 starting by using techniques to activate and develop the students' background knowledge and teach pre-requisite skills needed to move to stage 2. In the stage 2, a writing strategy is introduced. Students are taught the purpose and benefit of using the strategy as well as the steps to process. Stage 3 is when the teacher models the strategy using the "think loud" method instruction. In this step, the teacher also models specific self-regulatory strategies. Step 4 is where the students begin to memorize and become automatic in completing the steps to writing strategy. Step 5 focuses on collaboration between the students and the teacher. The teacher provides constructive social feedback, support and guidance as needed with goal od fading support as students more proficient in the process. The final stage, stage 6 is independent performance stage when the student is able to use both writing strategy and self-instruction techniques to produce a written product that meet expectation established by the student and the teacher.

According to Reid and Lienemann, There are many effective teaching strategies in SRSD. Especially for recount text, DWA is appropriate. Directed Writing Activity (DWA) Strategy is learning strategy used guiding the students in writing English systematically and to be composed of pre-writing, drafting, revising, editing, and publishing.[44] Teacher become a facilitator that helping and guiding students when they experience trouble in learning. DWA also can motivate the students in writing

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[44] FAZRIANI, AMELIA (2017) The use of directed writing activity (DWA) as strategy in learning recount text, Serang, page 43

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learning. In DWA, the students choose their own topic that appropriate with their preference and they want. They guided by the teacher to work cooperative with their partner

D. Motivation

1. Nature of Motivation

One of the most problems in doing writing is dealing with the motivation. Motivation is a theoretical construct to explain the reason and reasons we engage in a particular behavior. It is the feeling of interest or enthusiasms that make somebody want to do something.[45] So, that means that everything related with the implementation of teaching and learning process in writing needs motivation as strength to trigger students to write. In order words, motivation plays important role in the process of teaching and learning writing.

In addition, According to brown, motivation is the extent to which you make choices as 1) goals to peruse and 2) the effort you will devote to that pursuit.[46] It means that the characteristic of motivated students can be seen if they allow the process of writing, have spirit and direction when they write that makes them easier to reach their goals in leaning writing. Beside, by going to motivation concern, both teacher and students would enjoy in teaching and learning process of writing. in relation those theories above, Ausubel in Brown indentifies that there are six needs under girding the concept of the Motivation;[47]

a. The need for exploration, for seeing " the other side of motivation; for probing unknown "

b. The need for manipulation, for influencing, in skinner term on the environment and causing change.

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[45] . Elizabeth F. Barkley, Student Enggagement Teachnique: A Handbook for college faculty san francisco: jossey Bass, 2010) page 9

[46] H. Douglas Brown, *Teaching by Principles*. (Englewood Cliffs: Prentice Hall Regents,1994)*,* pp. 34.

[47] H. Douglas Brown, *Teaching by Principles*. (Englewood Cliffs: Prentice Hall Regents,1994)*,* pp. 184

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c. The need for activity, for movement and exercise both physical and mental.
d. The need for stimulation, the need to be stimulated by the environment , other people or ideas thought and feeling
e. The need for knowledge, the need to process and internalize the result of exploration, manipulation, activity and stimulation, to solve contradiction, to look for situation of the problems and stable knowledge.
f. Finally, the need for ego enhancement, the need for itself in order to be known and accepted and approved of by other people.

Based on the needs above, the writer can say that the needs above are the factors that can cause students to be motivated to gain their goal of learning.

2. Kinds of Motivation

There are two kinds of motivation propounded by some experts that can make someone want to do something.

a. Extrinsic motivation

External motivation is derived from external incentive not from their own sakes. There are some sources of extrinsic motivation that can build student' motivation, such as:[48]

1) Success and its reward.
Learners who have succeeded in the earlier task will be more willing to engage with next one, more confident and more likely to preserve in their efforts
2) Failure and its penalties.
It is inevitable that there will be occasional failures in any norma learning experience.

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[48] Penny Ur, *A Course in Language Teaching , Cambridge University Press*, 2003. Page 278-279

3) Authoritative demand.
    Learners are often motivated by teacher pressure. They may be willing to invest effort in tasks.
4) Test.
    Learners who know they are going to be tested on specific material next week will normally be more motivated to study.
5) Competition
    Learner will often be motivated to give of their best for sake of the learning itself but in order to beat their opponents in a competition.

b.   Intrinsic motivation

        Intrinsic motivation is generalized to invert effort in the learning for its own sake-is largely rooted in the previous attitude of the learners; whether they like the language and its cultural, political and ethnic association[49] it means that intrinsic motivation refers to self actualization. In addition, they way of increasing the students intrinsic motivation is that fostering those attitudes, by making it clear that you share them and by giving further interesting and attractive information about language its background[50]
        According to Penny Ur, there are some characteristics of motivated learners. They are [51]

1) Positive task orientation.
    The learner is willing to tackle tasks and challenges and has confidence in his or her success
2) Ego-involvement
    The learners find it is important to succeed in learning in order to continue and encourage his or her own positive self-image.

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[49] Ibid, page 280
[50] Ibid, page 280.
[51] Penny Ur, op. Ct page 275

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3) Need to achievement

The learners has a need to achieve, to overcome difficulties and succeed in what she or he sets outs to do

4) High aspirations

The learner is motivated, goes for demanding challenge, high proficiency, top grades

5) Goal orientation

The learner is very aware of goals of learning in specific learning activities and directs his or her efforts towards achieving them

6) Perseverance

The learners make use of a high level of effort in learning and not depressed by setbacks or clear lack improvement.

3. Motivation in Writing Recount Text

The word *motivation* derives from the Latin *movere,* "to move," an etymology that undergirds this focuses on movement in discussing motivation for writing.[52] in other word, movement is physical activity as well as mental and social activity defines the active process of writing.[53] therefore, students can be said to be motivated in writing if they perform active process of writing that involve in three great extents such as physical, mental and social activities.

Motivation in writing is very important to be focused by the students and the teacher because motivation is one of the important aspect in determining the student's success in writing. Meanwhile, students' motivation to write is problematic for many different reasons. These can be from the nature of writing itself, the characteristic, knowledge, and skill levels of the learners and the context of writing effort.[54] According to Elizabeth, students' motivation are strongly influenced by what they think is important and what they

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[52] Pietro Boscolo and Suzzanne Hidi, writing and motivaton, Netherland: Elsevier Ltd, 2007 page 17.

[53] Ibid., page 17

[54] Pietro Boscolo and Suzzanne Hidi... page 259-260

believe they can accomplish[55]   therefore, by motivating student to write the students will aware that writing is important for them. Beside, based on the social constructivist theory, there are three longitudinal and cross-cultural work about ways in which writing motivations are supported by:[56]

a. Particular cultural context. Such context can include the classroom, the school, community, and or the larger socio historical, sociopolitical context.
b. Shared ownership of knowing, deep motivation to write were supported when writers had opportunity for meaningful self-expression connected to their identities, to what they cared about, and to empowering experience.
c. Writing motivation is also enhanced through learning specific strategies or tools that stimulated idea production and through opportunity for meaningful collaboration

All of the ways above are very important to enhance the students to be motivated in writing. Brophy defines motivation in classroom as" the level of enthusiasm and the degree to which students invest attention and effort learning"[57] it means that the motivation in classroom refers to the students' interests toward learning situation. In fact, not all the students are motivated are motivated to write. The reasons are many and varied. Kristine and colleague classify four major of the students' confidence toward writing that can obstruct the student's motivation to write, they are:[58]

a. Because writing is a more permanent record of one's language proficiency than is speaking.
b. Learners often feel that they do not have the necessary knowledge and experience of language that writing demands.
c. Based on view, it is often reinforced in classroom texts, that writing must be correct, in a formal sense, irrespective context.

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[55] Elizabeth F. Barkley ... page 11
[56] Pietro Boscolo and Suzzanne Hidi... page 257
[57] Elizabeth F. Barkley ... page 9
[58] Kristine Brown and Susan Hood... page 3

Affect, motivation and the social context are seen as influencing the writing processes. Positive orientation to writing and beliefs that one can write are important in enabling students to produce texts.[59] In spite of that, there are some major contribution towards understanding students' lack of motivation to write come from studies, mainly from a cognitive approach, that have shown the complexity of writing and the difficulties students, particularly novice ones, have to deal with.[60] It means that students' lack of motivation not only caused by complexity of writing process itself but also from the perception of notice students towards writing process. Here, the writers have to be able to develop ideas in order that their writing can be understood by the reader, No matter what kind of writing produced, gathering ideas s required very much, including writing recount text.

Recount is use to retell about an event that has occurred in the past.[61] Therefore, recount is always written in the past tense. The students' motivation in writing recount text can be activated by considering their extrinsic and intrinsic motivation. For example, the extrinsic motivation is by giving reward and punishment, authoritative demand, test, competition. Beside, students will be instrinsic motivated if they have autonomy, competence, and related less. Another way is proposed by Pietro and Suzanne that is by looking at motives. [62] Motives relate to the goal orientation, needs, values, interest.

Goal orientation is when learner is very conscious of the goals of learning, or of specific learning activities, and straight

[59] Naomi Flynn and Rhona Santhorp, *The Learnng And TeachingoOf Reading and Writing, England*, 2006, page 59

[60] Pietro Boscolo and Suzzanne Hidi... page 2-3

[61] Joko Priyana,et al, *Scaffolding English for Junior High School Student grade VIII*. (Pusat Perbukuan Nasional, 2008), p.69

[62] Pietro Boscolo and Suzanne Hidi p. 1-2

his or her hard work towards gaining them[63] then, needs come from the theory of need itself from Abraham Maslow that in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us upward to higher and higher attainment.[64] The next item of motives is value that is how the students are able to show their positive self image to their environment in process of teaching and learning. The last point in motives is about interest. In these studies of interest in writing, topic attractiveness has been viewed as the basic motivational source in writing. Interest has tended to be viewed as rather static: students were taught to be interested or uninterested in a particular topic about which they wrote. In this case, interest can be build by providing attractive topic and interesting topic. In this research, the researcher uses all theories above as consideration in making indicators of students' motivation in writing recount text

4. Writing Motivation and Self-Regulation

Self-regulation is one of area that is included to gain motivation in writing. Boscolo and Hidi divide the motivation to write into three main areas. And in this research the writer is only focus on the third area only that is *regulation*. Furthermore, these are there main area that Boscolo and Hidi classified about the motivation to write; they are *self-beliefs, motives to act and regulation*.[65]

a. The first area is that of *self-beliefs*.

People's beliefs about their capabilities in particular domains are known to be important in motivating them to do what they can to achieve.[66]

b. The second area is that of *motives to act*.

Boscolo and Hidi identified *motives to act* category as essential in understanding writing

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[63] Penny Ur,... Page 275

[64] H. Douglas Brown, ... Page 35-36

[65] Hawthore, S page 30

[66] Ibid... page 31

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motivation. Within the motives to act category they included the construct of goal orientations, interest, values.

c.   The third area is that of *regulation* (i.e. self-regulation)

Regulation is the third aspect identified by Boscolo and Hidi as underpinning student motivation to write. Zimmerman and Kitssantas's studies demonstrated that teaching students self-regulatory strategies contributes to improving their writing performance, attitude to writing and self efficacy.[67] Moreover, Graham, Harris designed a writing program called Self-regulated Strategy Development (SRSD), under assumption that a self-regulated writer is also one who wants to write. Their research program demonstrated that SRSD improved problem writers' performance including motivation to write. Additionally, students with better self-regulatory skills tend to be more academically motivated and display better learning. So, it is not sup praising that students who use one or more self-regulatory process write more effectively than those who dont.

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[67] Boscolo, P, & Hidi, S (2007) self-regulation of Writing, Writing and Motivation, Amsterdam (page 21)

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E. Previous Studies

Syafi'i said that relevant research is important to view some previous research conducted by other researcher in which they are relevant to our research itself. [68] So, here are some previous researches that is related with this research**;**

1. The research from Santi Septianti with the title The Effect of Using Self-Regulated Strategy Development, SRSD, Towards Students' Achievement in Writing Narrative Text. An Experimental Study to the Tenth Grade of Ma Negeri 1 Brebes Academic Year 2012/2013.[69] the research is tested by using independent sample t-test. in that research, she found that the degree of freedom is 38 on level significant of 5% t-table is 2,024, t showed that the t-ration is higher that t-table, 2,4441> 2,024. It means that there is significant deference of writing achievement in using between the student who are taught by using Self-Regulated Strategy Development and the student who are not taught by using -Regulated Strategy Development.
The difference between that research and this research is that the research conducted by Santi Septiany has different variable that is student's Achievement while this research has student's motivation as the variable.

2. Next, the study of Dwi Bayu Saputra entitled the effect of using self-regulated strategy development towards senior high school students' writing ability in hortatory exposition.[70] The research was conducted to know the effect of using SRSD in teaching writing a hortatory exposition text toward students'

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[68] M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes.* (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007). pp. 122.

[69] Septiany, Santi, degree of bachelor education : " the The Effect of Using Self-Regulated Strategy Development, SRSD, Towards Students' Achievement in Writing Narrative Text" 2013

[70] Saputra, Dwi Bayu, the effect of using self-regulated strategy development towards senior high school students' writing ability in hortatory exposition (Universitas Negeri Padang) 2014

writing skill at SMA Adabiah Padang. The data obtained in this research used post post-test score in both experimental and control class. The mean score of the experimental group was 70.23 and the mean score of the control class was 63.63. it can be said that by implementing self-regulated strategy development in teaching writing a hortatory text gives a significant effect towards student' writing skill.

3. A research from Khairuddin[71] entitle "the effectiveness of jigsaw technique in increasing students motivation in studying English of Islamic junior high school al Muttaqien Pekanbaru" This research is aimed to find out the effectiveness of using jigsaw technique in increasing students motivation in studying English at the second year students of Islamic junior high school Al-Muttaqin Pekanbaru. From this research he found that by orienting to the table that significance is 0.88>) 0.05means that the null hypothesis is rejected. If significant is more than 0.05 it can be concluded that the hypothesis that there is significant different on students' motivation in studying English between by using jigsaw technique and those used the conventional technique is accepted. The result showed the significant influences in increasing the student's motivation in studying English that conventional technique.

From that previous research, the writer wants to know more of other technique and also the writer specifically wonder the effectiveness of self-regulated strategy development towards student's motivation in writing in recount text.

4. A research from Rini Ariyanti[72] entitles "The effectiveness of Using Clustering Technique in Teaching writing recount text". From her research, she found that H_0 was rejected and H_a was accepted because the result of statistical hypotesis testing by using independent sample t-test found that on degree of significance 5% or a = 0.05, t-count was 2.64 while t-table

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[71] Krairuddin*, the effectiveness of jigsaw teachnique in increasing students motivation in studying english of islamic junior hihg school al muttaqien pekanbaru*. Skripsi. Pekanbaru : fakultas tarbiyah dan keguruan UIN SUKA riau, 1429/2009

[72] Ariyanti, Rini. *The effectiveness of Using Clustering Technique in Teaching writing recount text*. Skripsi. 2015

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was 2.011 or $t_{count} > t_{table}$. The effect size of clustering teach nique or treatment in student' writing recount text was 0.7 and it was on catagery medium effect based on the effect size range of Chohen's. It means there is positive significance effectiveness of the implementation or treatment of using clusterin technique in teaching writing recount text particularly in ability of the students of Mts. Negeri 3 Jakarta in recount text.

From the research conducted by Rini Ariyanti, the researcher want to conduct other aspect that is students' motivation, not students' ability in doing next relevant research. Additionally, the research also does different technique that is SRSD in increasing more specifically in students' motivation
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From all previous studies explained before, there are some differences which distinguish with this study. Although we are same in using SRSD but we have different variable. In my study, SRSD is used to improve student's motivation in writing because motivation has relationship with student's achievement. Student with low motivation has characteristic such as they don't have goal to be achieved as internal motivation, they give up before trying and they are afraid to show their creativity. It will be obstacles for student to develop their skill. Through observation and interview I found that my object of study is indicated having low motivation in writing. That's why I try to find the way to solve this problem by choosing the best method. By using SRSD is expected to be able improve student's motivation in writing.

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CHAPTER III

RESEARCH METHOD

Research is study which is done by researcher through careful observation of the problem until found he problem solving.[73] research covering: (1) Research Design, (2) Research Variable (3) Population and Sample, (4) Research Instrument, (5) Data Collection Technique, and (6) Data Analysis Technique and (7) Hypothesis

A. Research Design

There are some kinds of experimental design in quantitative research. They are pre-experimental, true experimental, factorial, and quasi experimental. The type of this research is Quasi-experimental research. Based on Gay and Peter, experimental research is the only type of the research that can test hypothesis to establish cause and effect relationship.[74] In this research, the researcher uses nonequivalent control group design that is a quasi-experimental design involving at least two groups receive the experimental treatment, both group are post tested. It is conducted to find out the effect of self-regulated strategy development towards students' motivation in writing recount text. The writer used two groups as the samples when that one is called experimental group administrated by using self-regulated strategy development and another is the control group administrated by using conventional technique. However, the material given of those both groups are same.

The researcher would test the students of both of classes to answer questionnaire called pre questionnaire before conducting treatment to the experimental class. Then the

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[73], Penelitian pendidikan Metode dan Paradigma Baru, (Bandung : PT Remaja Rosdakarya), 2012) page 2 Zainal Arifin
[74] L.R. Gay and Peter Airaisian, *Education Research commpetencies for Analysis and Application.* Six Ed , New jersey, pp 36, 2011.

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experimental class would be taught by using self-regulated strategy development for three times and the control class was taught by using conventional technique. However the material that is given to both classes is the same. After three times treatments, both classes would be tested again to answer questionnaire called post-questionnaire. In the end the researcher would be examining the influences of Self-regulated strategy development (SRSD) before and after the implementation of self regulated strategy development to the student in writing and also examining motivation in writing recount text of the students who are taught by using Self-regulated strategy development technique and those who are taught by conventional technique.

According to Cresswell, the type of this research can be designed as follow[75]

Table 3.1 The Research Design

Group	Pre-Treatment	Treatment	Post-Treatment
A	Questionnaire 1	X	Questionnaire 2
B	Questionnaire 1		Questionnaire 2

A   =   Experimental Group
B   =   Control Group
Q1 =   Pre-Questionnaire to A and B
X   =   treatment using Self-regulated strategy development technique
Q2 =   Post-Questionnaire to A and B

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[75] John W. Creswell, *Educational research Planning, Conducting and Evaluating Quantitative and Qualitative,* 2008, page 229

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B. Research Variable

According to Sugiono, variable is any entity of researcher determination to be studied in order to gain the information, then concluding.[76] There are two variables examined in this research. They are independent variable and dependent variable. The independent variable proceeds in time and exerts influence on the dependent variable, which in turn may change as it s affected by the independent variable.[77]

In this study, Self-Regulated Strategy Development, SRSD, becomes the independent variable. Then, Students' writing motivation in recount text in first grade of SMKN 1 Sepulu becomes dependent variable.

C. Research Setting

The setting of this study was in first grade students of SMKN 1 Sepulu Bangkalan. In the first grade, there are 6 classes that consists of 2 classes of TKJ ,*Teknik Komputer dan Jaringan*, 2 classes of APH, *Akomodasi Perhotelan*, 1 class of AK, *Akuntansi*, 1 class of TSM, *Teknik Sepeda Motor*. The researcher chose TKJ 1 and TKJ 2 classes by suggestion of English course teacher. The researcher chose TKJ 1 to be the experimental group which was taught using Self-Regulated Strategy Development approach and TKJ 2 as control group that was taught using the conventional teaching strategy.

SMKN 1 Sepulu is located on street Jl. Raya Sepulu no. 89A Sepulu, Bangkalan. In addition, the time setting consisted of time allocated for pretest, treatment that was given to examine the treatment effect and post test. This study was held in five times meeting 2 times for having pre and post test and three times for treatment. Day and time was adjusted with the schedule of English subject in each class

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[76]Sugiyono, *Metode Penelitihan Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D (*Bandung: Alfabeta, 2015), 60
[77] Mohammad Adna Latif, Tanya Jawab Metode Penelitian Bahasa, Malang 2010 page 11

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D. Population and Sample

The population of this research is the first grade of SMKN 1 Sepulu in academic year 2016/2017. They are chosen through some considerations. It is because of the learning competence of student still need to be improved, especially for their writing. Then, Self-Regulated Strategy Development has not been implemented in this school.

In selecting the participant for group, the researcher chooses 2 classes. When the researcher can only assign randomly different treatments to two different classes, the researcher uses quasy-experimental research design.[78]   X TKJ 1 is chosen become treatment group while X TKJ 2 as a control group.

E. Research Procedure

Before going to the headmaster of the school, actually the researcher had already been doing the pre-research to find out the situation and phenomena that is exist at the school on 18 September 2017. After finding out the matters that is existed in the school, the researcher decides to do research in SMKN 1 Sepulu. After few months from that, the researcher asked for permission to the head of SMKN 1 Sepulu to conduct a research study at the school. After getting the permission from the headmaster of the school to conduct the research, the researcher discussed the purpose of the research, the research schedule. Then, the researcher met the English teacher to ask permission to conduct research for five times and discuss again about the study. After that, the teacher suggested me to choose of classes that are going to be the sample of the research.

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[78] Ibid... hal 120.

1. Pre-test.

    Before conducted the research, firstly researcher made research plan. Secondly the researcher made a test which is in form the questionnaire. The questionnaire also already been validated by the expert judgmental with lecturer in English Education Department UINS. After getting two classes, it was divided into two classes, one class as an experimental group was taught by using Self-Regulated Strategy Development in teaching recount text and one class as control group was taught by using conventional teaching strategy. Then, the researchers gave pre-questionnaire to control group and experimental group. The purpose of giving pre-questionnaire was to know student writing motivation and the result of pre questionnaire between control group and experimental group used to identify the students writing motivation before the treatment. The questionnaire consists of fifteen items which each item has alternative options.

2. Treatment

    The treatment has been done after giving the pre- for both experimental class and control class. The experiment implementation was held by giving treatment through Self-regulated Strategy Development Approach to the experimental group and the control group was taught by conventional strategy.

    a. Experimental Class

        In the first meeting at the experimental class, the recount text that was taught by the researcher is about personal recount. For the second meeting, teacher was teaching recount text about self impression experience. For the third meeting, teacher was teaching recount text about imaginative recount. After the opening and leading were done, the researcher taught the experimental group using Self-regulated Strategy Development approach. There are 6

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steps in implementing SRSD and the technical step of SRSD is down below:

1) Development of Background Knowledge

Teacher provides a discussion and brainstorming about how to write a recount paragraph successfully, writing purpose, and what skills are needed to meet the goal of writing recount paragraph. Because the first meeting was about personal recount, Teacher asked the students to think of their holiday to be shared. Teacher made the students' mind be free.

2) Discussion of the strategy

The researcher gave the students the directed writing activity strategy to the student in writing recount text in order to make the students enthusiastic.

3) Modeling of the strategy

Then the researcher modeled how to use the writing strategy using "think aloud".

4) Memorization of the Strategy

Teacher asked the students to write down the personal recount text using directed writing activity strategy then Teacher asked the students to memorize the steps in directed writing activity strategy

5) Support the Strategy

Then the researcher divided the student in to small group. After that, the teacher gave each group the example of personal recount text that is about holiday time. Then the researcher asked students do collaboratively indentified generic structure of the text the researcher gave. Then, the students were asked to discuss the strategy they got and shared to their friend. Then representative of the group

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was chosen to be re-modeling the strategy and prompting the steps After that the teacher gave feedback about the strategy by giving a chance to the students asking how to write recount text using the strategy.

6) Independent Performance

After having the feedback, Teacher asked the students to write a recount paragraph independently.

b. Control Class

Control class didn't receive any treatment from the researcher. The learning process was done through conventional learning. Here are briefly steps for the control class:

1) Teacher explained the recount text in front of class
2) Teacher gave example of the recount text to the students
3) Teacher asked the students in finding the generic structure of recount text
4) Students collected their work

3. Post-test

After doing treatment, the researcher did the post questionnaire. The purpose of this test was to know student writing motivation and the result of pre-test between control group and experimental group used to identify the students writing motivation after the treatment. The questionnaire consists of fifteen items which each item has alternative option.

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F. Research Instrument

A good instrument should be valid. In this study, the researcher decided to use content validity. Content validity is measured by relating the content of the instrument to the objectives to make it valid in term of content validity. Thus the instrument has been validated by the expert, lecture of writing class in English Education Department, which is done on December 2017. Before the researcher explains the instrument, here is the figure to make reader more understand about the relation about the instrument and research question. To answer the research questions the researcher used questionnaire and interview.

| How is the students' motivation in writing recount text taught by using conventional technique? | Pre-test and post-test questionnaire in control |

| How is the students' motivation in writing recount text taught by using self-regulated strategy development? | Pre-test and post-test questionnaire |

| Is there any significant difference of students' motivation in writing recount text between students who are taught by using conventional teachnique and those who are taught by using self-regulated strategy development (SRSD)? | T-test analyzing of pre-test and post-test Questionaire |

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1. Questionnaire

    Brown in Alison Mackey and Susan M. Gas define those Questionnaires (a subset survey research) as "any written instrument that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting them among existing answer.[79] In answering the questionnaire, respondent only react to the existing alternative answer.

    The purpose of giving the questionnaire in this study is to know the differences motivation in writing in recount text between the students that are taught by Self-Regulated Development and the students who are not taught by Self-Regulated Strategy Development. Type of this questionnaire is close-ended. A closed-ended item is one for which the researcher determines the possible answers.[80] The goal of giving closed-ended is that because these closed-item questions typically involve a greater uniformity of measurement and lead to answers that can be easily quantified and analyzed.

    In this study, there are two ways in giving closed-ended questionnaires that are given to the students, they are pre-test and post-test. The researcher would test the students of both of classes to answer questionnaire called pre-test then the researcher would test again to answer questionnaire called post-test. The questionnaire is given to identify the student's motivation in writing recount text in tenth grade of SMKN 1 Sepulu. The questionnaire is adopted from Shaun Hawthorne. Then the questionnaire is managed by the researcher before and after treatment.

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[79] Mackey Alison and Susan M. Gass, Second Languange Researcher (Methodology and Design), Mahwah, New Jersey, 2005 page 92
[80] Ibid page 93

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The questionnaire has five alternative options, suggested by Sugiono, likert- type scale consist of 5 points served scoring standard as:[81]

a. Alternative option " Always" has score 5
b. Alternative option " Often" has score 4
c. Alternative option " Sometimes" has score 3
d. Alternative option or on " Seldom" has score 2
e. Alternative option " Never" has score 1

Table 3.2 items of questionaire.

No	Aspect	Items
1	Positive task orientation	Even if I think the writing task is boring I will try to do my best.
2	Need to achievement	If I get confused while writing I make sure I get help.
3.	Need to achievement	I try to do the best that I can for each writing task we're asked to do.
4.	Ego-involvement	Getting a good mark for my written tasks is important to me.
5.	Ego-involvement	Doing well in my writing assignments is important to me.
6.	Possitive task orientation	Trying hard in English this year will make me a better writer.
7.	Perseverance	I plan my ideas before I start writing

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[81] Sugiono, Metode Penelitian Pendidikan,alfabeta, Bandung, 2015, page 135

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8.	High aspirations	I make sure I understand what we have to do before I start writing.
9.	Perseverance	I read over what I've written before I hand it in for marking.
10.	Perseverance	I like to check over my writing and fix up mistakes I find.
11.	Perseverance	I brainstorm ideas before I start writing longer pieces.
12.	Goal orientation	I like to organize my thoughts by writing them down.
13.	Goal orientation	I choose the words I use in my writing carefully to appeal to my audience.
14.	Ego involvement	Handing in a piece of work makes me feel good.
15.	Goal orientation	When I do writing tasks I like to have a set goal to work towards

Adopted from Shaun Hawthorne[82]

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[82] Hawthorne, Shaun, Enganging Reluctant Writers (University of Auckland), 2008

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2. Interview

The researcher will use a question list which is made by the researcher and lecture validator as an expert. It is about writing interest and motivation in writing. This interview guideline is used to make sure the result of questionnaire. The interview is conducted in the last week of the treatment at experimental group.

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G. Data Collection Technique

Collecting data is systematic procedure and standard to get data which is needed. Data collection technique is important step, because the data will be used to solve the problems and to examine hypothesis that has been patterned.[83] There is always connection between Data Collection Technique with Research Questions. In research question number one, it tries to analyze students' motivation in writing recount text taught by using conventional technique. In this data collection technique the data were taken from pre-test and post test questionnaire in control class then data of each alternative of the questionnaire is measured by giving score then calculated average score between before and after the treatment. The score gotten is to answer the research question number one.

Then, to answer research question number two which tries to know students' motivation in writing recount text taught by using self-regulated strategy development (SRSD), the data were taken from pre-test and post test questionnaire in experimental class then data of each alternative of the questionnaire is measured by giving score. Then, the score is calculated the average score between before and after the treatment to answer the research question number two

After that, in research question number three which tries to find out the significant differences of students' motivation in writing recount text between students who are taught by conventional technique and those who are taught by self-regulated strategy development (SRSD), the researcher analyzed both score of the experimental group and control group using t-test. Before that, the researcher will find out the increment of motivation in both experimental class and control class to find out the gain of motivation after giving treatment in experimental group and after using conventional technique in control class. the result of the both score will be measured by t-test to find out the research question number three.

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[83] Sofyan Siregar, statistika Deskriptif untuk penelitian dilengkapai penghitungan manual dan aplikasi SPSS versi 17, (Jakarta: PT Raja Grafindo Persada, 2014) 130

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H. Data Analysis Technique

Data analysis is a simplification process of the data into easier to read and to be presented. Early approach is to explain with data implication.[84] in this point to answer research question number one which describe students' motivation in writing recount text taught by using conventional technique and to answer research question number two which tries to know students' motivation in writing recount text taught by using self-regulated strategy development (SRSD). The score is to get the score for each alter native option where the alternative option "Always" has score 5, alternative option "Often" has score 4, alternative option "Sometimes" has score 3, alternative option " Seldom" has score 2, Alternative option " Never" has score 1, The first step is researcher put the score of student's motivation in writing from both pre-test and post-test in both experimental class and control class. Then to make easier in analyzing the result of the data gotten from the questionnaire, the researcher gives the criteria of student's motivation in writing as follow.[85]

0%-20%	: Very Low
21%-40%	: Low
41%-60%	: Fair
61%-80%	: High
81%-100%	: Very High

Next, in finding the percentage, the writer used the following formula as follow[86]

$$P = \frac{F}{\sum F} \text{ x } 100 \%$$

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[84] Masri Singaribuan, Metode Penelitian Survey, (Jakarta : LP3ES), 263

[85] Riduwan, Skala Pengukuran Variabel-variabel penelitian. Bandung : Alfabeta, 2005

[86] Anas Sudjiono, *Pengantar statistik Pendidikan* Jakarta , 2008 page 48

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Where:

P = Percentage
F = Frequency
$\sum F$ = Total frequency or students

Last , data collection technique is used to answer research question number three which tries to find out the significant differences of students' motivation in writing recount text between students who are taught by conventional technique and those who are taught by self-regulated strategy development (SRSD), weather the treatment has significant difference to the students' writing motivation or not. The researcher analyzed the data using statistical calculation of *t-Test.* first to analyzed weather the treatment has significant difference to the students' writing motivation or not, the researcher giving score for each student in questionnaire the writer referred to the formula as follow:

$$\text{Student score} = \frac{The\ Total\ Score}{The\ Highest\ Score} \text{ X } 100$$

Then, in order to analyzed data, and find out the use of self-regulated strategy towards student' writing motivation, the researcher the writer used T-Test formula as follows[87]

$$to = \frac{Mx - My}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where:

to = the value of t-obtained
Mx = mean of experimental group
My = mean of control group
SDx = standard deviation of experimental class
SDy = standard deviation of control class
N = number of students

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[87] Hartono, Statistik Untuk Penelitian . Jogjakarta: Pustaka Pelajar, 2008) page 178

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After that the researcher need to obtain the degree of freedom by the following way

$$DF = (N1 + N2) - 2$$

After calctulating the t-test, it shows the difference mean and standard deviation scores between students who are taught by Self-Regulated Strategy Development and without Self-Regulated Strategy Development. After that, comparing t-test with t-table

a. If the value of the t-test > from t-table it shows there is significance influence of Self-regulated Strategy Development on improving students' writing motivation.

b. If the value of the t-test < from t-table it shows there is no significance influence of Self-regulated Strategy Development on improving students' writing motivation.

Those steps, the researcher concludes the result of the research by test the hypothesis. This research has two hypothesis, null hypothesis (Ho) and alternative hypothesis (Ha) that should be proven. The significant value and T-test calculated based on hypotheses as follows

Since significant value (to) > from the critical value (t), a. then null hypothesis (Ho) rejected and alternative hypothesis (Ha) accepted

Since significant value (to) < from the critical value (t), then null hypothesis (Ho) rejected and alternative hypothesis (Ha) accepted

H_o : There is no significant difference of student' motivation in writing recount text between students who are taught by using conventional technique and those who are taught by using Self-regulated strategy development.

H_a : There is a significant difference of student' motivation in writing recount text between students who are taught by using conventional technique and those who are taught by using Self-regulated strategy development

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CHAPTER IV

FINDINGS AND DISCUSSION

In this result of the study, researcher emphasizes two sub-chapters which contain of Research Finding and Discussion.

A. RESEARCH FINDING

From the research problem, there were three answers about formulation of the problem that must be found by the writer. The writer asked "How is the students' motivation in writing recount text taught by using conventional technique, how is the students' motivation in writing recount text taught by using self-regulated strategy development and how is the significant difference of students motivation in writing recount text between students who are taught by using conventional technique and those who are taught by using self-regulated strategy development (SRSD)?"

1. Students' Motivation in Writing Recount Text after Taught by Using Conventional Technique

In collecting data, the researcher used questionnaire which consist of 15 questions dealing with students' motivation in writing. Each questionnaire has five alternative options, suggested by Sugiono, likert-type scale consist of 5 points served scoring standard as: [88]

  i.   Alternative option " Always" has score 5
  ii.   Alternative option " Often" has score 4
  iii. Alternative option " Sometimes" has score 3
  iv.   Alternative option or on " Seldom" has score 2
  v.   Alternative option " Never" has score 1

Then, the researcher gives the criteria of students' motivation in writing as follow:[89]

  i.   0%-20% : Very Low

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[88] Sugiono, Metode Penelitian Pendidikan,alfabeta, Bandung, 2015, page 135
[89] Riduwan, *Skala Pengukuran Variabel-variabel Penelitian*. Bandung : Alfabeta, 2005

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ii.	21%-40%	: Low		
iii.	41%-60%	: Fair		
iv.	61%-80%	: High		
v.	81%-100%	: Very high		

The researcher serves the data of questionnaire which have been gotten from 30 students of the control group in first grade of SMKN 1 Sepulu. To make clearer about the data in finding out the finding, it is necessary to analyze and measure the data gained from pre and post questionnaire given in control class

a. Pre-Questionaire of Control Class

Table 4.1 summary of pre-questionnaire of Control Class
(See: Appendix 3 for further description)

Always		Often		Sometimes		Seldom		Never	
F	P	F	P	F	P	F	P	F	P
59	13.11%	108	23.55%	104	23.55%	74	17.%	105	21%

Where   :
   F   = Frequency
   P   = Percentage

the obtained data then were computed by the following calculation to obtain the score as well as the percentage:
From the table above, it shows that alternative:
   Always = 59
   Often   = 108
   Sometimes   = 104
   Seldom = 74
   Never   = 105
                        450

Then, the researcher gave the alternative options by using likert- type scale consist of 5 points served scoring standard suggested by Sugiono where: [90]

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[90] Sugiono, Metode Penelitian Pendidikan,alfabeta, Bandung, 2015, page 135

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i.   Alternative option " Always" has score 5

ii.   Alternative option " Often" has score 4

iii.   Alternative option " Sometimes" has score 3

iv.   Alternative option or on " Seldom" has score 2

vi.   Alternative option " Never" has score 1

So, it can be calculated as:

$$59 \times 5 \quad = \quad 295$$

$$108 \times 4 \quad = \quad 432$$

$$104 \times 3 \quad = \quad 312$$

$$74 \times 2 \quad = \quad 148$$

$$105 \times 1 \quad = \quad \underline{105}$$

$$1292$$

Next, in finding the percentage, the writer used the following formula as follow[91]

$$P = \frac{F}{\sum F} \times 100\%$$

Where:

P   = Percentage

F   = Frequency

$\sum F$ = Total frequency or students

So, it can be calculated as:

$$P \quad = \frac{F}{\sum F} \times 100\%$$

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[91] Anas Sudjiono, *Pengantar statistik Pendidikan* Jakarta , 2008 page 48

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$$P = \frac{1292}{450 \, x \, 5} \, x \, 100 \, \%$$

$$P = \frac{1292}{2250} \, x \, 100 \, \%$$

$$P = 57.4 \, \%$$

From the calculation above, it can be said that students' motivation in writing recount text in pre-questionnaire for control class is 57.40%. It shows that the criteria of students' motivation in writing for control class is in level "fair"

b. Post Questionaire of Control Class.

Table 4.2 Summary of Post Questionnaire of Control (See: Appendix 4 for further description)

Always		Often		Sometimes		Seldom		Never	
F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**
83	18.4%	110	24.4%	119	26.4%	67	14.8%	71	15.7%

Where :
  F   = Frequency
  P   = Percentage
The obtained data then were computed by the following calculation to obtain the score as well as the percentage:
From the table above, it shows that alternative
  Always   = 83
  Often   = 110
  Sometimes   = 119
  Seldom   = 67
  Never   = 71
                       450

Then, the researcher gave the alternative options by using likert-type scale consist of 5 points served scoring standard suggested by Sugiono.

Then, it can be concluded as :
  83 x 5   = 415
  110x4   = 440

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$$119x\ 3\ \ = 357$$
$$67\ x\ 2\ \ \ = 134$$
$$71\ x\ 1\ \ \ \ = \underline{71}$$
$$1397$$

Next, the percentage as follows:

$$P = \frac{F}{\sum F} \text{ x } 100 \text{ \%}$$

$$P = \frac{1417}{450\ x\ 5} \text{ x } 5$$

$$P = \frac{1417}{2250} \text{x} 5$$

$$P = 63.00\%$$

From the calculation above, it can be said that students' motivation in writing recount text in post-questionnaire for control class is 63.00%. it shows that the criteria of students' motivation in writing for control class is in level "high". Additionally, the students' motivation in writing recount text in control class increased from 57.4 % to 63.00 %. In other words, the students' motivation in writing recount text in control class increases only 5.6 %.

2. Students' Motivation in Writing Recount Text Taught by Using Self-Regulated Strategy Development (SRSD)

a. Pre Treatment

To make clearer about the data, the researcher serves the data of questionnaire which have been gotten from 29 students of the experimental group in first grade of SMKN 1 Sepulu. To find out the finding, it is necessary to analyze and measure the data gained from pre and post questionnaire given before treatment and post questionnaire given after treatment.

Table 4.3 Summary of Pre Questionnaire of Experimental
(See: Appendix 5 for further description)

Always		Often		Sometimes		Seldom		Never	
F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**
51	11.7%	104	23.9%	100	22.9%	79	18.1%	101	22.2%

Where :

F   = Frequency
P   = Percentage

The obtained data then were computed by the following calculation to obtain the score as well as the percentage:

From the table above, it shows that alternative

Always   = 51
Often   = 104
Sometimes   = 100
Seldom   = 79
Never   = 101
                    435

Next , the researcher gave the alternative options by using likert-type scale consist of 5 points served scoring standard suggested by Sugiono. Then, it can be concluded as :

51   x 5 = 255
104 x 4 = 416
100 x 3 = 300
79   x 2   = 158
101 x 1   = 101
                1230

Then, the percentage as follows:

$$P = \frac{F}{\sum F} \times 100\%$$
$$P = \frac{1230}{435 \times 5} \times 100\%$$
$$P = \frac{1230}{2175} \times 100\%$$
$$P = 56.55\%$$

From the calculation above, it can be said that students' motivation in writing recount text in pre-questionnaire for experimental class is

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56.55%. It shows that the criterion of students' motivation in writing for experimental class before the implementation of Self-Regulated Strategy Development is in level "fair".

b. **Post Treatment**

Table 4.4 Summary of Post Questionnaire of Experimental Class(*See: Appendix 6 for further description)*

Always		Often		Sometimes		Seldom		Never	
F	P	F	P	F	P	F	P	F	P
130	29.88%	172	39.5%	106	24.3%	19	4.1%	8	1.8%

Where :
F   = Frequency
P   = Percentage

The obtained data then were computed by the following calculation to obtain the score as well as the percentage: From the table above, it shows that alternative

Always   =130
Often   = 172
Sometimes   = 106
Seldom   = 19
Never   = 8
           435

Next , the researcher gave the alternative options by using likert- type scale consist of 5 points served scoring standard suggested by Sugiono. Then, it can be concluded as:130 x 5= 650

172 x 4= 688

106 x 3= 318

19   x 2=   38

8   x 1=   8

1702

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Next, the percentage as follows :

$$P = \frac{F}{\sum F} \text{ x } 100 \text{ \%}$$

$$P = \frac{1702}{435 x 5} \text{ x } 100\%$$

$$P = \frac{1702}{2175} \text{ x } 100 \text{ \%}$$

$$P = 78.25 \text{ \%}$$

From the calculation above, it can be said that students' motivation in writing recount text in pre-questionnaire for experimental class is 78.25%. %. It shows that the criterion of students' motivation in writing for experimental class after the implementation of Self-Regulated Strategy Development is in level "High". Additionally, the students' motivation in writing recount text in experimental class increased from 56.55 % to 78.25 %. In other words, the students' motivation in writing recount text in experimental class increased 21.70 %.

Based on the explanation above, the students' motivation in writing recount text in control class increased 5.6 % and in experimental class increased 21.70% and. Therefore, the increase of the students' motivation in writing recount text in experimental class is higher than in control class.

3. **Significant Differences of Students' Motivation in Writing Recount Text Between Students who Are Taught by Conventional Technique and Those who Are Taught by Self-Regulated Strategy Development (SRSD)**

In reserach question number three, the researcher wants to measure the significant different the student' writing motivation in recount text beetween two groups after the implementation of SRSD by conducting questionnaire and interview. The result of the pre-questionnaire and post questtionnaire are mention below

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a.   Result of the Students' Motivation in Writing Recount Text in Experimental And Control Class

To analyzed weather the treatment has significant difference to the students' writing motivation or not, the researcher giving score for each student in questionnaire the writer referred to the formula as follow:

Student score = $\frac{The\ Total\ Score}{The\ Highest\ Score}$ X 100

To find out the significant difference of the students' writing motivation in both class, it is necessary to refer to the following table.

Table 4.5 Students' Motivation in Writing Recount Text in Experimental and Control Class with Their Gain (*See Appendix 7 for further Descrition***)**

	Experimental		Gain	Control		Gain
	Pre	Post		Pre	Post	
Total	1639.24	2267.90	628.66	1721.75	1890.5	169.8
Mean	56.65	78.25	21.67	57.40	63.00	5.66

From the calculation above, it is clear that the students' motivation in writing recount text on experimental class is higher than the students' motivation in writing recount text in control class. it is also shown by the calculation 21.67 > (bigger than) 5.66.

Then, in order to analyzed data, and find out the use of self-regulated strategy towards student' writing motivation, the researcher the writer used T-Test for answering the influence of Self-Reguated Strategy Development teachnique towards motivation in writing recount text, we need to compare the mean of each group as follows[92]:

$$SDx = \sqrt{\sum \frac{x^2}{N}}$$

$$SDy = \sqrt{\sum \frac{y^2}{N}}$$

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[92] Hartono, Statistik Untuk Penelitian . Jogjakarta: Pustaka Pelajar, 2008) page 178

$$t_0 = \frac{(Mx - My)}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

Where

to	= The value of t-obtained
Mx	= Mean of experimental Group
My	= Mean of control group
SDx	= Standard deviation of experimental class
Sdy	= Standard deviation of control class
N	= number of the students

The following table is the table mean and standard deviation of range score of experimental class and control class.

While the result of the standard deviation of motivation in writing recount text each class is as follows: (*See: Appendix 8 for further description*)

a. Standard deviation for score of experimental class

$$SDx = \sqrt{\sum \frac{X^2}{N}} = \sqrt{\frac{1335.09}{29}} = \sqrt{46.03} = 6.8$$

b. Standard deviation for score of control class

$$SDy = \sqrt{\sum \frac{Y^2}{N}} = \sqrt{\frac{691.90}{30}} = \sqrt{23.06} = 4.9$$

$$SDx = 6.8$$
$$SDy = 4.9$$
$$Mx = 21.64$$
$$My = 5.60$$

$$t_0 = \frac{(Mx - My)}{\sqrt{\left(\frac{SDx}{\sqrt{N-1}}\right)^2 + \left(\frac{SDy}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{(21.64 - 5.60)}{\sqrt{\left(\frac{6.8}{\sqrt{29}}\right)^2 + \left(\frac{4.9}{\sqrt{28}}\right)^2}}$$

$$t_0 = \frac{16.04}{\sqrt{\left(\frac{6.8}{5.38}\right)^2 + \left(\frac{4.9}{5.29}\right)^2}}$$

$$t_0 = \frac{16.04}{\sqrt{(1.32)^2 + (0.92)^2}}$$

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$$t_0 = \frac{16.04}{\sqrt{(1.74)+(0.84)}}$$
$$t_0 = \frac{16.04}{\sqrt{2.58}} = \frac{16.04}{1.60}$$
$$t_0 = 10.02$$

Based on the calculation above, it is clear that obtained t_0 is 10.02. to know whether there is significant difference or not in using self-regulated strategy development technique towards students' motivation in writing recount text, we need to obtain the degree of freedom by the following way:

$$\begin{aligned} DF \quad &= (N1+N2) - 2 \\ &= (29 + 30) - 2 \\ &= 59\text{-}2 \\ &= 57 \end{aligned}$$

After getting the degree of freedom above, it can be said that the degree of fredom is 57. Because the degree of freedom 57 is not available, the writer took 60 as the nearest score to 57. The t-table as 5% level of significance = 2. so, the writer can conclude 10.02 > 2.00. therefore, the first hyphothesis (Ha) that postulates significant difference of students' writing motivation in recount text between students who are taught by using conventional technique and those who are taught by self-regulated strategy development teachnique is accepted. Then, automatically the second hypothesis (H_0) which says there is no significant difference of student' motivation in writing recount text between students who are taught by using conventional technique and those who are taught by using Self-regulated strategy development is rejected. In conclusion, we can also say that there is significant influence of using self-regulated strategy development towards students writing motivation in writing recount text at first grade of SMKN 1 Sepulu.

b. Result of the Interview

The interview is conducted after the treatment in experimental class only. The researcher did not interview all of the students in experimental class but only 15 despondences are taken randomly as the sample. The purpose of conducting interview in this research is for supporting the result of the questionnaire. The respondents have variative answer and to make it easier to reader, the researchers

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summarize all questions along with the answers by respondents as below:

a. What do you do before you start to write?
   1) I always start to think about what i want to write
   2) I prepare myself with dictionary
   3) Choose the topic or focus that i want to write
   4) Nothing, just automatically write
   5) Make points of detail about things I write

b. What is your goal in writing?
   1) to complete assignment
   2) to make a memory
   3) it is my hobby, so i love to write
   4) to inform the reader
   5) to increase my English

b. What are you going to do if you find difficulties when you are writing?
   1) Asking for help to friends or teacher
   2) Open dictionary
   3) I stop to write for a while and start again later
   4) Start to listening music to refresh my mind
   5) Reading some written text to increase my written text

c. How important the score for you?
   1) Very important
   2) Important enough
   3) Not really

d. What do you think about the strategy used by teacher (SRSD)?
   1) It's never been implemented in this class but i love it because i can write by an effective strategy.
   2) It's nice because i can look over about the writing to see if the changes are needed or not.
   3) It a good way to improve my motivation in writing because i can do collaboratively about the strategy with friends in group and teacher
   4) It makes me confident in writing English because i can regulate the steps systematically

e. What do you like the most on that implementation of the strategy used by teacher, SRSD?

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        1) I love it because it is organized, so i write in step-by-step.

        2) Being active collaborators who work with the teacher and each other during instruction.

f. Does the implimentation of SRSD make your motivation in writing increased?

        1) Yes. Because i can learn new strategy modeled by teacher and i can implement it to my writing.

        2) Of course, because the strategy let me to adopt the strategy in writing so i can increase my self-regulatory skill.

        3) Yes, because it is fun in learning a strategy collaboratively with teacher and friends.

        4) Yes, but i need some more meetings.

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B. DISCUSSION
1. Discussion of The Result The Questionnaire And Interview

This section is extended to analyzed the result or research findings based on theories related to the study, all the data gained from the research instrument is gathered from the research instrument will give information about the research findings. And the result of the questionnaire calculated by using t-test.

a. Research Question Number One

    1) Pre-questionnaire

The research question number one is about Students' Motivation in Writing Recount Text Taught by Using Conventional Technique. To know the motivation of the control class, the researcher used questionnaire to gain the data. After the data gained, From the research finding it is shown that students' writing motivation in recount text of the control class before is taught by using conventional technique has score 57.40 % which considered as the level motivation based on the criteria of students' motivation in writing is in level "fair". It indicated the level of motivation of the students in control class need to be improved. Moreover, the result of their motivation in aspect of goal orientation that is in item 13 of the questionnaire (see table 4.1). It showed that only 3 of 30 students answered the alternative "always" which means that their motivation in aspect of goal orientation is still low. It is in line with the statements of Pietro and Suzanne said that Motives relate to the goal orientation, needs, values, interest.[93] It means that students' motivation level in control class need to be improved

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[93] Pietro Boscolo and Suzzanne Hidi, writing and motivaton, Netherland: Elsevier Ltd, 2007 p. 1-2.

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2) Post questionnaire

After taught by using conventional technique, the researcher did a post-questionnaire to know the students motivation in recount text after using conventional technique. To know the level of motivation in control class after using conventional technique, after gained the data, it is shown that the students' motivation in control class is 63.00%. it is shown that the criteria of students' motivation in writing for control class is in level "high". Additionally, the students' motivation in writing recounts text in control class increased from 57.4 % to 63.00 %. Even though the students' motivation in control class is in level "high", however the students' motivation in writing recount text in control class increased only 5.6 % after taught by using conventional technique. It indicated that students motivation in writing in control class after taught by using conventional teachnique has no significant influence.

b. Research Question Number Two
   1) Pre questionnaire

The research question number two that is about students' motivation in writing recount text taught by self-regulated strategy development. To know the motivation of the experimental class, the researcher used questionnaire to gain the data. After the data gained, From the research finding it is shown that students' writing motivation in recount text of the experimental class before it is taught by using self-regulated strategy development has score 56.55 % which considered as the level motivation based on the criteria of students' motivation in writing are in level "fair". Moreover the result of their motivation in aspect of positive task orientation that is included in item 4 and 6 (see table 4.3) are very low. Naomi Flynn and Rhona Santhorp stated that Positive orientation to writing and beliefs that one can write are important in

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enabling students to produce texts.[94] So, the level of motivation of the students in experimental class needs to be improved.

2) Post questionnaire

Then, the researcher did a treatment that is teaching them by using self-regulated strategy development for three times. In the first meeting, the recount text that is taught is about the personal recount; the second meeting is about self-impression experience and for the third meeting is about imaginative recount. The researcher implemented self-regulated strategy development strategy in experiment class which has step as below:

a) Development of background knowledge
b) Discussion of the strategy
c) Modeling the strategy
d) Memorization of the strategy
e) Support the strategy
f) Independent performance.

After the experimental class was taught by self-regulated strategy development, the researcher the researcher did a post-questionnaire to know the students motivation in recount text after using self-regulated strategy development technique. To know the level of motivation in control class after using self-regulated strategy development technique. After gained the data, it is shown that the students' motivation in experimental class is 78.25%. It is shown that the criteria of students' motivation in writing for experimental class are in level "high". Additionally, the students' motivation in writing recounts text in experimental class increase from 56.55% to 78.25 %. In other words, the students' motivation in writing recount text in experimental class increases 21.70 %. The results are in line with the studies of Zimmerman and Kitssantas's that teaching students self-regulatory strategies contributes to improving their

[94] Naomi Flynn and Rhona Santhorp, *The Learnng And TeachingoOf Reading and Writing, England*, 2006, page 59

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writing performance including motivation to write[95]. It indicated that students motivation in writing in experimental class after taught by using self-regulated strategy development technique has significant influence.

c. Research Question Number Three

For the third research question that is to know the significant differences of students' motivation in writing recount text between students who are taught by conventional technique and those who are taught by self-regulated strategy development (SRSD), the researcher involves theory about self-regulated strategy development as a treatment of students' writing motivation. The researcher conducted a questionnaire to find out students' writing motivation in recount text. Based on previous explanation about the research finding, the calculation shows that in pre-questionnaire, the similar score ware taken from this research. The score of experimental group is 1639.24 with mean 56.65 while the score of control group is 1721.75 with mean 57.40. In similar score of mean, both of groups were effective being a sample of this research because quasy-experimental requires both groups in a same or similar level.

Meanwhile, the result of post-questionnaire that's explained in pervious explanations, it showed that based on the calculation both group shared different result. The score of experimental group is higher than the score in control group. Additionally, the result of t-test, it showed that the value of t-obtained is higher than t-table. So that in this case, the alternative hypothesis (Ha) is accepted and the null hypothesis (h0) is rejected. It means that there is significant different of students' writing motivation in recount text after taught by using self-regulated strategy development.

Additionally in the data gained by interview with the respondents, they admitted that their motivation is improved by the implementation of self-regulated strategy development for

[95] Boscolo, P, & Hidi, S (2007) self-regulation of Writing, Writing and Motivation, Amsterdam (page 21)

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some reason such as they can learn new strategy modeled by teacher and the students can implement it to their writing therefore they can increase their self-regulatory skill. So, all those results of questionnaire and interview mentioned above are in line with statement of Boscolo and Hidi as underpinning student motivation to write stated that self-regulation involves the learner in observing a model; self-regulation also involves emulation, that is, when the student attempts to copy the model's performance then self-regulation also involves self-control which means the learner can plan and use a particular strategy and self-monitor the process. Therefore, students can adapt their performance to various internal and external conditions. Furthermore, they stated that students with better self-regulatory skills tend to be more academically motivated and display better learning.[96] In brave, self-regulated strategy development is effective to be a strategy in English teaching and learning writing particularly in increasing students' motivation to write.

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[96] Boscolo, P, & Hidi, S (2007) self-regulation of Writing, Writing and Motivation, Amsterdam (page 21)

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the result of the implementation of Self-regulated strategy development towards students' writing motivation in first grade of SMK 1 Sepulu, the reseracher conculded that

A. CONCLUSION

In this point, the researcher concluded this study by relating the research question answer. Here are the conclusions:

1. Here, the researcher tried to analyze Students' motivation in writing recount text taught by using conventional technique. To find out the motivation of the control class, the researcher used questionnaire to gain the data. Based on the research finding, it is shown that students' writing motivation in recount text of the control class before the implementation of using conventional technique is 57.40 %. This showed that students' motivation in writing is in level "fair". After taught by using conventional technique, the researcher did a post-questionnaire to find out the students motivation in recount text after using conventional technique. It is shown that the students' motivation in control class is 63.00%. So, the criteria of students' motivation in writing for control class are in level "High". Based on the result of pre and post questionaire, the reasercher can conclude that students' motivation in control class increases by 5.6 %

2. Next, the researcher tried to find out students' motivation in writing recount text taught by self-regulated strategy development. To know the motivation of the experimental class, the researcher used questionnaire to gain the data. Based on the research finding, it is shown that students' writing motivation in recount text of the experimental class before it is taught by using self-regulated strategy development has score 56.55 %. This showed that level motivation based on the criteria of students' motivation in writing is in level "fair". Then, the researcher did a

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treatment that is teaching them by using self-regulated strategy development for three times. In the first meeting, the recount text that is taught is about the personal recount; the second meeting is about self-impression experience and for the third meeting is about imaginative recount. The researcher implemented self-regulated strategy development strategy in experiment class

After the implementation of self-regulated strategy development, the researcher the researcher did a post-questionnaire to know the students motivation in recount text after using self-regulated strategy development technique. it is shown that the students' motivation in experimental class is 78.25%. So, the criteria of students' motivation in writing for experimental class are in level "High". ". Based on the result of pre and post questionaire, the reasercher can conclude that students' motivation in writing recount text in experimental class increases 21.70 %.

3. Last, the researcher tried to signify the differences of students' motivation in writing recount text between students who are taught by conventional technique and those who are taught by self-regulated strategy development (SRSD), the researcher involved theory about self-regulated strategy development as a treatment of students' writing motivation. Based on previous explanation about the research finding, the calculation shows that in pre-questionnaire, the similar score ware taken from this research. The score of experimental group is 1639.24 with mean 56.65 while the score of control group is 1721.75 with mean 57.40. In similar score of mean, both of control and experimental group were effective to be used in quasy-experimental study.

Meanwhile, the result of post-questionnaire that's explained in pervious explanations, it showed that based on the calculation both group shared different result. The score of experimental group is higher than the score in control group. Additionally, the result of t-test, it showed that the value of t-obtained is higher than t-table. So that in

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this case, the alternative hypothesis (Ha) is accepted and the null hypothesis (h0) is rejected. It means that there is a significant different of students' writing motivation in recount text after taught by using self-regulated strategy development. In brave, self-regulated strategy development is effective to be a strategy in English teaching and learning particularly in writing

B. SUGGESTION

1. For teacher

    Teacher can use self regulated strategy development in teaching writing because self regulated strategy development is an effective strategy to be implemented for teaching English writing. Through this strategy, teacher can guide the students to be active collaborators who work with the teacher and each other. Besides that, the students can learn, use, and adopt the strategies used by the teacher. Thus, students are expected to have better self-regulation skill and it can make students' writing motivation in writing is increased.

2. For other researchers.

    Other researchers can use this strategy in other aspects of learning writing for example in improving the students' performance and improving students' self-efficacy in writing. The next researchers are also suggested to have more meetings of treatment in conducting this strategy like eight times treatment to straighten the previous study.

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