

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The theories related to the variables in this research that are used to carry out the study are explained in this chapter. It describes writing skill, teaching writing, recount text features, self-regulated strategy development, and writing motivation are all covered. Furthermore, this chapter provides the previous studies related to the variables.

#### A. Writing Skill

This section discusses several key aspects related to writing, including the definition of writing, the writing process, types of writing, components of writing, writing assessment, teaching writing for Senior High School and recount text.

##### 1. Definition of Writing

Writing is a fundamental language skill that plays a critical role in the communication, self-expression, and learning. It involves the process of generating ideas, organizing thoughts, and translating them into written text that can be understood by others. Writing is not only about putting words on paper but also about structuring them effectively to convey meaning clearly and coherently. As stated by Latha et al., coherence in academic writing enables authors to express their ideas with precision and clarity, allowing readers to grasp the author's intention and follow the line of reasoning.<sup>20</sup>

Harmer asserts that writing is a productive skill that requires a high degree of accuracy and organization, as it involves conveying ideas in a way that can be interpreted by the audience without immediate clarification.<sup>21</sup> According to Hyland, writing is a process by which people express their ideas, opinions, and intentions to a reader by encoding them into a text.<sup>22</sup>

---

<sup>20</sup> Latha R, V. Ramesh Babu, and P.B. Edwin Prabhakar, "Fostering Coherence in Academic Writing through Effective Referencing," *Journal of Propulsion Technology* 45, no. 2 (2024): 447–453.

<sup>21</sup> J Harmer, *How to Teach Writing*, 1<sup>st</sup> ed. (UK: Pearson Education Ltd, 2004).

<sup>22</sup> K Hyland, "Methods and Methodologies in Second Language Writing Research," *System* 59, no. 2 (2016): 116–125, <https://doi.org/10.1016/j.system.2016.05.015>.

Furthermore, writing is regarded as a cognitive activity that requires careful planning, drafting, revising, and editing.<sup>23</sup> As Nunan notes, writing is more than just reproducing spoken language; it is a sophisticated activity that requires students to communicate their thoughts in a well-structured and meaningful way. It is an important talent for academic performance, professional communication, and personal reflection, making it a foundational component of language education.<sup>24</sup>

## 2. Process of Writing

Students are unable to focus entirely on their ultimate product (their writing). They should focus on the procedures or steps involved in writing in order to produce excellent writing. Good writing is distinguished by its language, topic, purpose, and goal reader. Hyland displays the stages of writing to offer students not understand of how important the writing process is in producing excellent writing.<sup>25</sup> According to Oshima and Hogue, writing is a continuously and creative process. They define the five steps of the writing process: prewriting, organizing, drafting, revising, and editing.<sup>26</sup>

- a. *Prewriting* is thinking. It is a way for generating ideas; in this section, the writers will imagine what they will write about.
- b. *Planning* is about determining the key idea that will guide a writer through the writing process. At this section, the writer should have a thesis statement it comprises the main idea.
- c. *Drafting* is an important proses of writing. During this section, the writer create their writing. They will write their sentences into paragraph.
- d. *Revising* is the process of revising a written paragraph after it has been prepared in the preview process. It is to correct the wrong things written in

---

<sup>23</sup> S Raoofi, B. H Tan, and S. H Chan, "Self-Efficacy in Second/Foreign Language Learning Contexts. English Language Teaching," *English Language Teaching* 10, no. 5 (2017): 67–75, <https://doi.org/10.5539/elt.v5n11p60>.

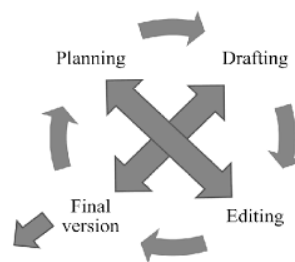
<sup>24</sup> D Nunan, *Second Language Teaching & Learning*, 1<sup>st</sup> ed. (Boston: Heinle Publishers, 1999). P 300.

<sup>25</sup> Hyland, *Second Language Writing*. P 10.

<sup>26</sup> A Oshima and A. Hogue, *Introduction to Academic Writing*, (3rd ed.) (USA: Pearson Education., 2007).

the draft. As a result, the writer must be careful to avoid making mistakes in their work.

- e. *Final Version*. This stage is essential for writers because it is the final opportunity to refine their work. At this point, writers review all aspects of their writing, including grammar, spelling, word choice, organization of ideas, and overall clarity. The writers should pay close attention to their work in order to make an excellent paper.



**Figure 2.1. Writing process stages called the process wheel**

### 3. Type of Writing

The following is an explanation and types of types of writing that are often used. Each type has different goals and characteristics, depending on what the author wants to achieve. Here's the explanation:

- a. Descriptive

Descriptive writing is a type of writing that uses sensory details to describe how something looks, feels, smells, tastes, and sounds. A good descriptive text creates a words the pictures, allowing the reader to clearly imagine the object, place, or person being described.<sup>27</sup>

- b. Narrative

Narrative is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.

---

<sup>27</sup> Alice Oshima & Ann Haque, *Introduction to Academic Writing*, 3<sup>th</sup> Ed (The United State of America: Longman, 2007). P 61.

c. Argumentation

An argument is a writing in which you agree or disagree with a problem and use reasons to support what you think; your goal is to persuade your readers that your viewpoint is accurate. It means that argumentation is employed to present a case or to establish or disprove an argument or proposition.

d. Expository

Expository paragraphs emphasize facts, ideas, and opinions. He explains, analyzes, defines, compares, and illustrates. They answered inquiries like, "What?" Why? How? What caused it? What about that influence? Like, what? What distinguishes you from others? They are the types of paragraphs we use in reports, papers, and tests.<sup>28</sup>

#### **4. Component of Writing**

Writing is a complex skill that requires the integration of multiple components. According to writing assessment principles, there are five key components involved in evaluating students' writing performance:

- a. Content. This component emphasizes the writer's ability to express and develop ideas creatively and meaningfully.
- b. Organization. It refers to how clearly and logically ideas are structured. It includes the arrangement of paragraphs, the clarity of the introduction, body, and conclusion, as well as smooth transitions that help maintain coherence and unity.
- c. Vocabulary. The writer uses a variety of words and idioms to express intended facts, attitudes and emotions. In addition, he can employ relevant words such as prefix and suffix, as well as idioms.
- d. Language Use. This component relates to grammatical accuracy. It includes the correct use of sentence structure, tenses, subject-verb agreement, pronouns, prepositions, and overall syntax to ensure clarity and correctness in communication.

---

<sup>28</sup> J Langan, *College Writing Skills with Readings*, 8th ed (New York: McGraw-Hill, 2010).

- e. Mechanics. The writer is able to write appropriate spelling, punctuation, and capitalization.<sup>29</sup>

## 5. Assessing Writing

Assessment is the process of collecting and analyzing information to determine whether a student has achieved the intended learning outcomes. According to Lambert and Lines, this process includes collecting, examining, documenting, and using data about students' responses to educational activities.<sup>30</sup>

In the context of writing, writing assessment aims to evaluate students' comprehension and skills. After a teacher has helped students through the development of their writing comprehension, it is critical to evaluate their progress. Teachers assess students' writing for several reasons: first, to provide accurate and consistent grading; second, to streamline the grading process for efficiency; and third, to focus on key areas of assessment, reducing unnecessary frustration for students.<sup>31</sup>

Furthermore, assessing student writing allows teachers to understand each student's specific strengths and limitations in writing. According to Brown, a rubric-based scoring system assesses five major criteria: content, organization, vocabulary, language use, and mechanics (such as syntax, punctuation, and spelling).<sup>32</sup>

## 6. Teaching Writing

Teaching writing helps students to write in their target language. Brown believes that when teaching writing, teachers should focus on creating fluency rather than correctness, using original text and context in the classroom, focusing on linguistic communication goals, and harnessing learners' innate motivation to

---

<sup>29</sup> Holly L. Jacobs et al., *Testing ESL Composition: A Practical Approach*, 1st ed (Rowley, MA: Newbury House Publishers., 1981).

<sup>30</sup> D Lambert and D Lines, *Understanding Assessment: Purpose, Perception, and Practice* (New York: Routledge Falmer, 2004), <https://www.sciepub.com/reference/257658>.

<sup>31</sup> H Nor, Saadillah, and N Afifi, "Unpacking Writing Assessment Tasks for Junior High School Students: A Comprehensive Analysis," *ELE Reviews: English Language Education Reviews* 3, no. 1 (2023): 66–83, <https://doi.org/10.22515/elereviews.v3i1.6979>.

<sup>32</sup> H. D Brown, *Language Assessment: Principles and Classroom Practices*, First Ed (NY: Pearson Education, 2004). P 300

learn. He argued that professors focus on both the finished product and the writing.<sup>33</sup>

Teaching writing skills involves two approaches: focusing on the writing process and the product of the process itself. Richards and Renandya emphasizes the importance of mastering writing as a language skill for speaking, reading, and listening. Students must learn various types of writing, such as letters, reports, and advertisements, as well as writing conventions like punctuation and paragraph construction.<sup>34</sup> Therefore, writing is taught in language teaching to achieve goals in writing skills.

#### a. Reasons for Teaching Writing

Harmer's reasons for teaching writing include strengthening, language development, learning styles, and writing as a talent. For more details, please see the explanation below. For first of all, improving written language skills can assist kids learn new languages. This helps children learn how to put words together. It is an average source of language acquisition because it is conveyed visually. Second, experience with the writing process can have an impact on language development. Third, the writing learning approach is ideal for pupils who produce words in a slower pace. Finally, writing is a basic language skills, the same as speaking, listening, and reading. Skills are plainly crucial for language learners since they help them learn. The writing process requires good synchronization between the hand, brain, and visual brain at the same time.<sup>35</sup>

#### b. The Teacher's Role in Teaching Writing

The teacher holds a crucial role in guiding students throughout the writing teaching and learning process. Harmer stated that when students are required to write, teachers must assume some or all of the traditional tasks.<sup>36</sup> The most important are the following:

---

<sup>33</sup> H. D Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (United States of America: Pearson Education. Inc, 1994).

<sup>34</sup> J. C Richards and W. A Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (UK: Cambridge University Press, 2002), <https://doi.org/10.1017/CBO9780511667190>.

<sup>35</sup> J Hermer, *The Practice of English Language Teaching*, 3rd ed. (London: Longman, 2001). P 261-262.

<sup>36</sup> Hermer. P 370.

First, as a motivator, the motivator is a crucial role in writing assignments, where the teacher creates the right conditions for idea generation, convinces students of the activity's usefulness, and encourages them to make maximum effort for maximum benefit. This may require special and prolonged effort for a longer sequence of writing.

Second, as a resource, the teacher must be prepared to provide the necessary information and language for extended writing assignments, ensuring that students feel supported and engaged. They should offer constructive advice and suggestions, as writing takes longer than conversation. Teachers should also allow time for individual discussions or group work, as writing assignments often require more time for students to work together.

The third role is that of a feedback provider, offering specific feedback on writing assignments. Teachers are expected to respond positively and encourage students' efforts, while selecting the focus and level of correction according to each student's needs and previous performance.

## **B. Writing Recount Text**

This part examines the definition of recount text, generic structure, language features, and kinds of recount texts.

### **1. Definition of Recount Text**

A recount text, it is a type of English writing that aims to share experiences or events that have already happened, often in a chronological order. Anderson defines a recount text as a type of writing that retells past events in the order they occurred, with a focus on personal or communal experiences.<sup>37</sup> Similarly, Gerot & Wignell state that recount texts aim to provide readers with clear and structured narratives about past events.<sup>38</sup>

The purpose of recount writing is to provide readers with insights into past events while also giving entertainment, knowledge, and reflection. Furthermore,

---

<sup>37</sup> M Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia, 1997). P 170.

<sup>38</sup> L Gerot and P Wignell, *Making Sense of Functional Grammar*, 1st Ed (Australia: Antipodean Educational Enterprises, 1994), <https://catalogue.nla.gov.au/catalog/522200>.

the social goal of a recount text is to inform, engage, and connect with the audience by sharing experiences and making them relatable.<sup>39</sup>

## **2. Generic Structure of Recount Text**

Understanding the generic structure is crucial since it facilitates the comprehension and production of spoken and written information. The generic structure of recount consists of the following components: The first is orientation, the section provides background information, answering questions about who, what, when, and where, which helps readers or listeners understand the context of the narrative. The second is events, the section follows, where a series of actions or experiences are described in chronological order, often including specific details about each event. Finally, the reorientation serves as the conclusion of the recount, summarizing the overall experience and often reflecting on its significance or impact. When students are able to apply these elements effectively, they can produce well-structured recount texts that are clear, coherent, and engaging.<sup>40</sup>

## **3. Language Feature of Recount Text**

There are several linguistic aspects of retelling texts. Start with simple past, past continuous, past perfect, and past perfect continuous tenses. Second, words like next, later, when, then, after, before, first, at the same time, and as soon as He's gone, which are commonly employed on Friday nights, Saturdays, Mondays, and Sundays, connect events in time. Third, focus on a single participant, like myself (the researcher). Fourth, use conjunctions such as "then", "before", "after", and so on. Fifth, use action verbs such as go, remain, and so on.<sup>41</sup>

## **4. Kinds of Recount Text**

When studying the structure and function of texts, recount writing can be classified into three main types: personal recounts, factual recounts, and

---

<sup>39</sup> Suhaimi, "Teaching Writing Skill on Recount Text Based on Brainstorming in the Classroom," *A'dib* 19, no 1 (2016): 27.

<sup>40</sup> L Sulistianti, S. W Fitriati, and Z Sakhiyya, "Evaluating Generic Structure and Language Features of Students' Recount Texts," *English Education Journal* 14, no. 3 (2024): 410–412, <https://doi.org/10.15294/vqnbjx02>.

<sup>41</sup> Sulistianti, Fitriati, and Sakhiyya.



imaginative recounts. A personal recount refers to a narrative that retells an experience directly encountered by the writer or speaker.<sup>42</sup> A factual recount is one that records the details of an accident. The phrase "imaginative recount" refers to a recount in which the narrator plays a fictional character and describes events in detail.<sup>43</sup>

### **C. Self-Regulated Strategy Development (SRSD)**

This part discusses about definition of SRSD, the concept of SRSD, the characteristics of SRSD, the advantages and disadvantages of SRSD, the function of SRSD, the steps of SRSD and key features of Self-Regulated Strategy Development.

#### **1. Definition of Self-Regulated Strategy Development**

Self-regulated strategy development is a research-based instructional approach developed by Karen R. Harris and Steve Graham. Initially designed to support students with learning disabilities, SRSD has since been shown to be effective for a wide range of learners, both with and without disabilities. This strategy emphasizes the development of students' self-regulation in writing through structured stages that promote strategic thinking, motivation, and independent writing performance. SRSD has been improved and empirically tested for the past 25 years, making it one of the most reliable instructional models for enhancing students' writing skills in multiple learning environments.<sup>44</sup>

Karin Sandmel states that the self-regulated strategy development strategy provides learners with a structured technique for planning, drafting, and revising their written compositions. In addition, SRSD incorporates self-regulation strategies that enable students to monitor and evaluate their own use of the writing

---

<sup>42</sup> E Emilia, *Writing: Foundation and Principles in Education* (Universitas Pendidikan Indonesia., 2019).

<sup>43</sup> A Oshima and A Hogue, *Writing Academic English* (New York: Pearson Longman, 2007).

<sup>44</sup> K. R Harris and S Graham, "Self-Regulated Strategy Development in Writing: Premises, Evolution, and the Future," *British Journal of Educational Psychology Monograph Series II: Psychological Aspects of Education - Current Trends* 6 (2009): 113–135, <https://doi.org/10.1348/978185409X422542>.

process.<sup>45</sup> The practical implication of self-regulated strategy development lies in its ability to scaffold students' learning by gradually transferring responsibility from the teacher to the students, thereby promoting autonomy and self-regulation in writing tasks. Students are actively involved in class discussions, collaborative tasks, and receive continuous feedback from teachers and peers to enhance their understanding. SRSD also explicitly teaches self-regulation strategies such as goal setting, self-monitoring, self-instruction, and self-reinforcement, which enable students to manage their learning more effectively.

Furthermore, instruction through SRSD is personalized based on individual students' strengths and weaknesses; goals and feedback are adjusted accordingly, making learning more adaptive and effective.<sup>46</sup> Because SRSD is criterion-based rather than time-based, it allows students to progress at their own pace, ensuring mastery at each stage before moving forward.<sup>47</sup> This personalized and flexible approach, grounded in a collaborative learning environment, significantly enhances students' writing skills and motivation.

The phrase self-regulated strategy development pretty much says it all: students work on developing a technique that the instructor gives them and then leaves up to them. In order to improve a writer's strategic behavior, knowledge, and motivation, this instructional technique may be described as follows.<sup>48</sup>

## **2. The Concept of Self-Regulated Strategy Development**

Self-regulated strategy development is a well-studied curriculum for teaching writing to learning challenged and at-risk students. This approach

---

<sup>45</sup> S Karin, "Success and Failure with Tier-2 SRSD for Timed Writing Tests among Second through Fifth-Grade Students with Writing and Behavioral Difficulties," in *Advances in Learning and Behavioral Disabilities*, 1st edit (United Kingdom: Emerald Group Publishing, 2011), 251–294.

<sup>46</sup> Karen R. Harris, *The Self-Regulated Strategy Development Instructional Model: Efficacious Theoretical Integration, Scaling Up, Challenges, and Future Research*, *Educational Psychology Review*, vol. 36 (Springer US, 2024), <https://doi.org/10.1007/s10648-024-09921-x>.

<sup>47</sup> Judith R. Harrison, Denise A. Soares, and Steven W. Evans, "Self-Regulated Strategy Development," *The Educator's Guide to ADHD Interventions* 5, no. 1 (2023): 51–74, <https://doi.org/10.4324/9781003109983-6>.

<sup>48</sup> Lisa Helsel and Daphne GreenBerg, "Helping Struggling Writers Succeed: A Self-Regulated Strategy Instruction Program," *The Reading Teacher* 60, no. 8 (2011): 752–760, <https://doi.org/10.1598/RT.60.8.5>.

focuses on clearly teaching both the strategies and content necessary to write a coherent essay or paper.<sup>49</sup>

Self-regulated strategy development is an instructional method designed to improve a writer's strategy behavior, knowledge, and motivation. Its training is focused on three specific objectives.<sup>50</sup> It refers to self-regulated strategy development that is a kind of student motivation in order to attain optimal learning outcomes.

The self-regulated strategy development approach is an empirically established technique for teaching strategies to less proficient writers who lack self-regulation.<sup>51</sup> In addition, the teachers using it to approach recognize the importance of adapting to students' needs following formal training. And it is a writing technique that teaches language learners specific skills for planning, composing, and revising material.<sup>52</sup>

Based on the statement above, it can be stated that self-regulated strategy development is an integrated learning process in which individuals (students) try to change their own learning behavior, motivation, and knowledge in order to attain optimal learning results. It is critical that kids take responsibility and create goals for themselves rather than being compelled to do so.

### **3. The Characteristics of Self-Regulated Strategy Development**

Characteristics of SRSD instruction. There are five key features of it instruction:

- a. Strategies, self-regulation methods, and applicable information are taught in an explicit manner since students with learning difficulties often need more time and guidance to understand concepts and processes that typically kids pick up more quickly.

---

<sup>49</sup> J. Douglas Hacker, *Handbook of Metacognition in Education*, 1<sup>th</sup> Ed (New York: London: Routledge, 2009). P 35.

<sup>50</sup> Saodler A.K and Saddler Bruce, "Planning Instruction AndSelf-Regulation Training:Effects on Writers WithAutism Spectrum Disorder," *Exceptional Children* 77, no. 1 (2010): 108.

<sup>51</sup> Saodler A. K and Saddler Bruce, "Planning Instruction AndSelf-Regulation Training:Effects on Writers WithAutism Spectrum Disorder," *Exceptional Children* 77, no. 1 (2010): 79.

<sup>52</sup> Dean Deborah, *What Works in Writing Instruction Study and Practice*, 2th ed (United States: National Council of Teachers of English (NCTE), 2010).

- b. The SRSD approach emphasizes interactive learning between teachers and students, aligning with the dialectical constructivist perspective. Individualized teaching tailors procedures, skills, and information to children's unique needs and capabilities. Consider providing multiple instances for each supporting explanation. Individualized instruction includes personalized feedback and support.
- c. Instruction is focused on criteria rather than time, allowing students to progress at their own pace and only go to the next step if they meet the necessary criteria.
- d. SRSD is a continual process that introduces new methods while upgrading previously taught strategies.<sup>53</sup>

#### **4. The Advantages of Self-Regulated Strategy Development**

According to Zimmerman, SRSD offers prospective advantages, they are:

- a. SRSD teaches students writing information, skills, and procedures such as planning, writing, revision, and editing.
- b. SRSD helps students in the continuous development of the abilities required to monitor and regulate their own writing.
- c. SRSD helps students develop positive attitudes toward writing and Themselves as writers.<sup>54</sup>

In addition, some experts proposed the advantages of utilizing SRSD, as shown below:

- a. The SRSD methods not only helps students evaluate the completeness of their project, but it also clearly encourages them to be more creative, add more material, and explained on descriptions.
- b. SRSD facilitates students who have language issues in developing skills such as brainstorming, semantic webbing, employing text structure to generate prospective writing content, setting goals, peer reaction while rewriting, and editing for both mechanics and substance.

---

<sup>53</sup> Swanson lee. H, *Handbook of Learning Disabilities* (New York London: The Guilford Press, 2003). P 329.

<sup>54</sup> Barry J. Zimmerman, *Self-Regulated Learning: From Teaching to Self-Reflective Practice*, ed. Dale H. Schunk, 1<sup>st</sup> Ed (New York: The Guilford Press, 1998), 41.

- c. SRSD helps the students' cognitive and metacognitive abilities for writing academic essays while also increasing autonomy.
- d. SRSD helps students enhance their introductions, audience awareness, targeted text elements, and metacognitive awareness of the writing process.
- e. Students build confidence as they improve their writing skills.
- f. Students' enthusiasm and participation in the writing process increase as they develop more positive views regarding writing and themselves.<sup>55</sup>

## **5. The Disadvantages of Self-Regulated Strategy Development**

Some of the disadvantages of Self-Regulated Strategy Development are listed as follows:

- a. SRSD does not specifically teach writing mechanics.
- b. Students should master many ways for writing.
- c. Students with less rich cognitive capacities or less developed linguistic abilities may benefit less from the intervention if no modifications are made.
- d. Students could require the abilities and methods broken down into parts, and it may take them longer to memorize and apply them, relying on cues from the instructor.
- e. Additional support, such as an incentive program that offers a positive reward for appropriate behavior, may be necessary for students with behavioral issues.<sup>56</sup>

## **6. The function of Self-Regulated Strategy Development**

Students with weak writing skills may benefit from the use of self-regulated strategy development, a proven method for improving their writing accomplishment. The SRSD method is based on studies conducted by students and

---

<sup>55</sup> R Fidalgo, "Efficacy of Cognitive Self-Regulation Instruction on Improving Elementary Students' Writing Competence," in *International Handbook on Applying Self-Regulated Learning in Different Settings* (Almeria: Education & Psychology Publisher, 2006), 575–592.

<sup>56</sup> Saodler Asaro. K and Saddler Bruce, "The Effects of Explicit Instruction on the Writing Ability of a Student with Noonan Syndrome," *International Journal of Special Education* 29, no. 3 (2014): 134–144, <https://eric.ed.gov/?id=EJ1045966>.

teachers who have investigated learning and cognitive development, behavior, and the function of affect. Reading, spelling, mathematics, and writing are just a few of the many academic areas that have benefited from students' usage of self-regulated method development. There are three main objectives of SRSD:

- a. Assist students in developing writing skills and processes, such as planning, composing, revising, and editing.
- b. Assist students with the continual development of the skills required to monitor and manage their own writing.
- c. Help students to develop positive attitudes regarding writing and themselves as the authors.<sup>57</sup>

## **7. The Steps of Self-Regulated Strategy Development**

Self-Regulated Strategy Development is a model of writing instruction that not only teaches students strategies for writing but also emphasizes self-regulation. According to Harris, the SRSD model consists of the following instructional stages:

### **a. Develop Background Knowledge**

In this initial stage, students are introduced to the necessary background knowledge and vocabulary related to the writing task. Teachers activate prior knowledge and ensure students understand key concepts that support the targeted genre (e.g., recount text). This helps students prepare for the writing strategy they will learn.

### **b. Discuss It**

This stage focuses on introducing and discussing the purpose and importance of the writing strategy. Teachers explain why the strategy is useful, when to use it, and how it will help students become better writers. This includes reviewing writing goals and discussing self-regulation techniques such as goal setting and self-monitoring.

---

<sup>57</sup> K Finlayson and M. T McCrudden, "Teacher-Implemented Self-Regulated Strategy Development Instruction for Story Writing with Year 2 Students in Aotearoa/New Zealand: A Mixed Methods Study.," *Australian Journal of Learning Difficulties* 27, no. 2 (2022): 128–138, <https://doi.org/10.1080/19404158.2022.2108479>.

c. Model It

The teacher models how to use the strategy in a think-aloud format, showing students how to plan, organize, and write a text using the strategy. This helps make the writing process visible. The teacher also models self-regulation behaviors such as positive self-talk and managing emotions during writing.

d. Memorize It

Students are encouraged to memorize the steps or mnemonics of the strategy (e.g., POW+TREE or others depending on the genre). This ensures that they can apply the strategy independently without always relying on the teacher.

e. Support It

In this stage, students begin to apply the strategy with the teacher's guidance. Teachers provide scaffolding through prompts, feedback, and collaboration. Peer assistance may also be used. The level of support is gradually reduced as students gain confidence and skill.

f. Independent Performance

Students use the strategy independently in real writing tasks. They are expected to manage their writing process and apply self-regulation strategies without teacher assistance. The goal is for students to become autonomous writers who can transfer the strategy to various writing contexts.<sup>58</sup>

## 8. Key Features of Self-Regulated Strategy Development

The self-regulated strategy development is a comprehensive instructional approach designed to improve students' writing performance by combining explicit strategy instruction with self-regulation skills. The key features of SRSD can be described as follows:

a. Explicit Strategy Instruction

One of the primary features of SRSD is explicit instruction in writing strategies. Teachers explicitly teach students step by step how to plan, organize, draft, revise, and edit their writing. These strategies are often

---

<sup>58</sup> Harris, *The Self-Regulated Strategy Development Instructional Model: Efficacious Theoretical Integration, Scaling Up, Challenges, and Future Research*.

introduced through mnemonics (such as POW + TREE or POW + WWW, W2, H2) to help students remember and apply them easily. During this stage, the teacher models the strategies through think-aloud techniques, showing students exactly how to use them in writing tasks.

b. Self-Regulation

SRSD emphasizes the development of students' self-regulation skills. Students learn how to set writing goals, monitor their progress, use positive self-talk, and evaluate their own performance. Through these skills, students gradually take control of their writing process, becoming more independent and confident writers.

c. Gradual Release of Responsibility

Another key feature of SRSD is the gradual transfer of responsibility from the teacher to the students. At the beginning of instruction, the teacher provides direct modeling and guidance. As students gain confidence and competence, the teacher provides less support, allowing students to apply the strategies independently. This gradual release ensures that students master both the writing strategies and the self-regulation skills needed for long-term success.

d. Collaborative and Supportive Learning Environment

SRSD promotes a supportive and interactive learning environment. Teachers and students work collaboratively throughout the instructional process. Peer discussions and group activities are encouraged so that students can share ideas, give feedback, and learn from one another. This collaborative atmosphere reduces writing anxiety and builds motivation.

e. Integration of Writing Strategies and Self-Regulation

SRSD integrates cognitive (writing strategies) and metacognitive (self-regulation) components within the same instructional framework. Students not only learn *what* to do during writing but also *how* to manage their thoughts, emotions, and behaviors during the writing process. This integration enhances both the quality of writing and students' awareness of their own learning processes.



f. Adaptability and Flexibility

The SRSD model is highly adaptable and can be applied to various genres of writing (narrative, recount, persuasive, descriptive, etc.) and to students of different ages and ability levels. Teachers can modify the strategies, pacing, and activities according to their students' needs and classroom contexts.

g. Continuous Practice and Feedback

Ongoing practice and feedback are essential components of SRSD. Students are given multiple opportunities to apply the strategies in different writing tasks. Teachers provide consistent and constructive feedback, helping students refine their writing and self-regulation skills over time. This continuous cycle of practice and feedback strengthens students' writing competence and confidence.<sup>59</sup>

#### **D. Four Square Writing Method (FSWM)**

This part discusses about definition of FSWM, the steps of FSWM, the advantages and disadvantages of Four Square Writing Method.

##### **1. Definition of Four Square Writing Method**

Four square is a good way to learn to write because it is simple to use, imaginative, and encourages the students to come up with ideas. Furthermore, four squares are a tool for organization. The four square format is suitable for narrative text, descriptive text, recount, expository, and persuasive writing.<sup>60</sup>

Second, the four-square writing is a graphic organizer for organizing facts, thoughts, and ideas (an excellent prewriting tool). This allows students to arrange their thoughts while also providing structure. Students concentrated on their word

---

<sup>59</sup> K. R Harris and S Graham, "Improving the Writing Performance, Knowledge, and Self-Efficacy of Struggling Young Writers: The Effects of Self-Regulated Strategy Development," *Contemporary Educational Psychology* 30, no. 2 (2005): 207–241.

<sup>60</sup> Judith S. G and Evan Jay, *Four Square Writing Method A Unique Approach to Teaching Basic Writing Skills for 7-9 Grades* (United States: Teaching & Learning Company, 1999).

choices and details. Four square writing method allows students to know exactly what they will be looking for in their writing.<sup>61</sup>

Moreover, the four square writing method is a writing approach that uses a graphic organizer to help the students organize their ideas before writing. According to the definitions presented above, the four square writing method is one of the writing methods in which students draw four squares on a piece of paper or board and then write their thoughts and supporting phrases from the first to the third square. Following that, the students make a summary from the first square to the third square, and the last at the fourth square.

## **2. The Steps of Four Square Writing Method**

For this study, the steps of Ganiyu's four square writing method are re-adapted. Below is an itemized list of the re-adaptation:

- a. Students are given the topic by the teacher.
- b. Students are asked to choose the assigned topic by the professors.
- c. Before writing a text, the teacher asks the class to draw four squares on a piece of paper.
- d. The teacher asks the class to write the assignment topic in the middle of the four- square.
- e. From the first square to the third, the teacher asks the class to write the concept and any supporting sentences. From the first square to the third square at the end, the teacher asks the class to summarize.<sup>62</sup>

## **3. Advantages of Four Square Writing Method**

Gould's four square writing method has various advantages, including:

- a. Four square writing method is a strategy that can helps students arrange their ideas by filling them into four square shapes and using some hints to compose their writing.
- b. Four square can be used for students in different grade levels.

---

<sup>61</sup> Bartholomae, Sekyra. S, and Sibigroth. K, *Organizing Writing One Step at a Time*, 2016. Retrieved from <https://fliphtml5.com/tezl/wcnq>. 13<sup>th</sup> December 2024.

<sup>62</sup> Ganiyu Tijani Ogbaje and Mandy, "Using Four Square Technique of Writing to Solve Problems of Paragraph Fragmentation: A Nigeria-Ghana Experiment," *International Journal of Computer Application* 65, no. 18 (n.d.): 1–4, <https://doi.org/10.5120/11021-4188>.

- c. Students can better arrange their thoughts by using four square writing.
- d. Each paragraph requires a suggestion from the students.
- e. A large portion of the content used in the writing drafting stages comes from four square.

In regard to the statement that came before, the researcher concludes that four square writing has numerous benefits, including the ability to help students organize their thoughts, implement the technique across grade levels, help students organize their work, and provide a wealth of material that can be used during the rough stages of the writing.<sup>63</sup>

#### **4. Disadvantages of Four Square writing method**

There are some disadvantages to implementing Four Square Writing.

- a. Students have dedicated a significant amount of time to the organizer but have yet to finish the writing process
- b. Using FSWM does not mean abandoning hands-on learning.

Therefore, it is clear that the Four Square Writing Method offers more strengths than weaknesses. For this reason, it will be applied as a strategy in teaching recount texts.<sup>64</sup>

#### **E. Teaching Writing using SRSD compared to FSWM**

Teachers uses contrastive instructional methods such as Self-Regulated Strategy Development and the Four Square Writing Method. Here are the general distinctions between SRSD and FSWM:

---

<sup>63</sup> Y Yunus, S Dollah, and M Munir, "The Use of Four-Square Technique to Improve Students' Writing Ability," *Tamaddun* 20, no. 1 (2022): 1–14, <https://doi.org/10.33096/tamaddun.v20i1.83>.

<sup>64</sup> Anisatur Rofi'ah and Ulfatul Ma'rifah, "The Effect of Four Square Writing Method ( FSWM ) through Picture Series in Writing Narrative Text for Eleventh Grade at SMA Nusantara Balongpanggang," *Journal of English Teaching, Literature, and Applied Linguistics* 1, no. 2 (2017): 50–61.

**Table 2.1**  
**Differences between SRSD and FSWM**

<b>Aspects</b>	<b>SRSD</b>	<b>FSWM</b>
Definition	SRSD is an strategy to help students learn specific strategies for planning, drafting, and revising text with four sections. Each SRSD is strategy for assisting students by implementing certain steps (planning, drafting, and revising) and methods such as mnemonic, graphic organizer, etc.	FSWM is a simple strategy to help the students organize their writing using a visual chart with four sections. Each section focuses on a different part of writing: brainstorming, planning, drafting, and revising. It helps students create clear and well-structured texts but doesn't focus much on self-regulation.
Time	More time-consuming	Faster to implement
Orientation	Focus on self-regulation	Focus on writing structure and organization.
Effects	Improves writing quality, confidence, and metacognition	Enhances coherence, clarity, and organization
Students' Attitude	Builds independence and self-confidence	Builds structure awareness but less metacognitive focus
Teachers' Preparation	Well- prepared	Less- prepared
Understanding	Metacognitive skills can be easily monitored.	Mainly assesses organization and structure
Strength	SRSD improves students' academic performance, motivation, and metacognition.	Offers a clear, step-by-step visual method for organizing ideas.
Weaknesses	Takes time for students to master strategies fully.	Limited focus on metacognitive strategies and self-regulation.

## **F. Writing Motivation**

This part discusses about the definition of motivation, components of motivation, and type of motivation.

### **1. Definition of Motivation**

A person's level of motivation is a crucial factor in how well they learn a new language. Armstrong defines motivation as the power and direction of action,

together with the elements that cause someone to behave in a certain manner. People are driven to take action when they have faith that doing so will lead to a desirable outcome that satisfies their wants and needs. The only thing that can get folks to step up their game is more motivation.<sup>65</sup> The most proficient learners are often not those endowed with innate learning abilities, but rather those who demonstrate certain attributes, most of which are undoubtedly linked to motivation.<sup>66</sup>

One of the most important aspects influencing the results of language acquisition is motivation. Assuming they are headed in the correct direction, the fact that such individuals are self-motivated is fantastic. People are naturally motivated to do a good job, but they are much more effective when they get additional incentives from the nature of the task, strong leadership, and various types of praise and compensation. "Motivation is some type of internal drive which drives someone to do things in order to accomplish something," Harmer says, echoing this idea.<sup>67</sup>

Motivation is concerned with the degree and direction of action, as well as the variables that encourage people to act in specific ways. According to Awaluddin, motivation is the fuel that motivates learners to achieve their objectives, wants, and needs in learning.<sup>68</sup> Therefore, motivation is based on an internal variable that determines action and an external signal that might serve as a motivation to act. Wentzel and Brophy argue that motivation is the means by which individuals may achieve their goals through the performance of high quality actions. This Message that motivation encourages a person to do

---

<sup>65</sup> M Armstrong, *Armstrong's Handbook of Human Resource Management Practice*, 13<sup>th</sup> Ed (London: Kogan Page Limited, 2014).

<sup>66</sup> Penny Ur. *A Course in Language Teaching: Practice and Theory*, First Ed. (Cambridge: Cambridge University Press, 1991).

<sup>67</sup> J Hermer, *the Practice of English Language Teaching*, 3<sup>rd</sup> Ed (Oxford University Press: Longman, 2001).

<sup>68</sup> R Awaluddin, "A Study on Correlation between Intrinsic Motivation and Self-Evaluation toward Students' Reading Comprehension," *Lang Edu Journal*, 2019. Retrieved from <https://core.ac.uk/download/287229388.pdf>. 13<sup>th</sup> December 2024.

something and continue the action.<sup>69</sup> A person's objectives, the process of goal selection, and the methods used to effect behavioral change are all examples of what might be referred to as motivation. An individual's internal state affects their day-to-day functioning and, more specifically, their ability to give. In the classroom, motivation has the potential to be a powerful instrument for raising students' performance and helping them reach their academic objectives. But without inspiration, students will not to study since they will not have somebody or anything to lead the way. A student's ability to study effectively is directly related to their level of intrinsic motivation, as stated in the definition of writer.

## 2. Components of Motivation

According to Adam and jihae, motivation has three components:

### a. Direction

What a person intends to do. It is one thing to want to achieve a goal; it is quite another to really complete the work by acting on that motivation.

### b. Effort

How hard someone to try. It refers to something created via exertion or trying.

### c. Persistence

The intensity of someone's efforts. It refers to something made through exertion or effort.<sup>70</sup>

Furthermore, the writing motivation scale consists of five factors: a positive attitude toward writing, a possessed objective, loading failure to writing, writing sharing, and writing efforts.<sup>71</sup> Furthermore, Payne identified five primary sources of writing motivation. They include pleasure, self-efficacy, utility, acknowledgment, and effort. Enjoyment refers to students' enjoyment of writing

---

<sup>69</sup> Kathryn R. Wentzel, *Motivating Students to Learn*, Fourth Ed (New York: Routledge, 2013). P 301.

<sup>70</sup> Adam M Grant and Jihae Shin, "Work Motivation: Directing, Energizing, and Maintaining Effort (and Research)," in *The Oxford Handbook of Human Motivation*, ed. Richard M. Ryan, 1st Ed (New York: Oxford University Press, 2012), 505–519, <https://doi.org/10.1093/oxfordhb/9780195399820.013.0028>.

<sup>71</sup> Ergün Öztürk, "The Psychometric Properties of the Writing Motivation Scale," *International Online Journal of Educational Sciences* 5, no. 2 (2013): 351–360.

activities, self-efficacy refers to students' belief in their writing ability, instrumentality refers to belief in writing as a means of achieving success, recognition refers to receiving rewards or feedback on writing, and effort refers to students' effort in completing writing assignments.<sup>72</sup>

### 3. Types of Motivation

#### a. Intrinsic Motivation

Doing something because you love it is an example of intrinsic motivation. Learning that is both interesting and challenging may boost intrinsic drive. When people do something because they find it enjoyable, challenging, interesting, or because it satisfies their innate curiosity, it's called intrinsic motivation, according to Barry and King.

Elements that impact behavior that are self-generated are the source of intrinsic motivation. Motives from outside sources are not to blame. When individuals have a fair amount of autonomy (the ability to act on their own), chances to succeed and progress, a place to use and hone their talents, and a sense that their job is significant, engaging, and demanding, it might manifest as work related motivation.<sup>73</sup>

#### b. Extrinsic Motivation

Performing tasks by or for other people as a means of inspiring them is an example of extrinsic motivation. Rather than intrinsic drive, which comes from inside, or interest in the work itself, extrinsic motivation is prompted by the promise of an outside reward. Giving out stickers or point systems as rewards for finished tasks is one example. The effects of extrinsic motivators are often dramatic and immediate, but they do not last indefinitely.

One important external factor that motivates people is rewards. As to Bartol and Durham, there are several situations in which incentives are used to motivate

---

<sup>72</sup> A. R Payne, *Development of the Academic Writing Motivation Questionnaire* (Georgia, USA: The University of Georgia, 2012). Retrieved from <https://esploro.libs.uga.edu/esploro/outputs/graduate/Development-of-the-Academic-WritingMotivation/9949333945702959>.<sup>13</sup> December 2024

<sup>73</sup> Kevin Barry and Len King, *Beginning Teaching and Beyond*, 3rd Ed (Katoomba: Social Science Press, 1998).

people and enhance their performance.<sup>74</sup> Covington and Mueller state that in order to motivate pupils to study more, educational institutions use rewards like grades or gold star stickers.<sup>75</sup> Deci & Ryan define extrinsic motivation as engaging in an activity for external reasons, such as gaining separable desired outcomes (rewards) or avoiding undesirable consequences (punishments).<sup>76</sup>

According to the statement above, extrinsic motivation is created by variables outside of the students' control. It could come from instructors, parents, friends, or the surroundings. This element can impact students' extrinsic motivation in the teaching and learning process as follows:

#### 1) Parents

Children frequently remain at home with their parents, therefore it is the parents' responsibility to meet their children's basic or educational needs. Furthermore, parents are always in favor of a controlled existence for their children. They also create a home environment that does not interfere with their children's development and education. A parent can provide many of these positive, extrinsic, and motivating influences. This suggests that parents have a significant role in motivating their children.<sup>77</sup>

#### 2) Teachers

A teacher is a professional who plays a vital part in teaching and learning activities, helping students socialize and shape their motivation. A teacher is more than just someone who imparts knowledge to pupils; he or she is also a motivator who encourages and supports students throughout the teaching and learning process. Teacher support is vital for students because teachers serve as facilitators for students, engaging them in various

---

<sup>74</sup> Bartol and Durham, "Linking Theory with Practice," in *Industrial and Organizational Psychology* (Oxford: Blackwell Business, 2000), 1–33.

<sup>75</sup> M. V Covington and K. J Mueller, "Intrinsic versus Extrinsic Motivation: An Approach/Avoidance Reformulation," *Educational Psychology Review* 13, no. 2 (2001): 157–176, <https://doi.org/10.1023/A:1009009219144>.

<sup>76</sup> R. M Ryan and E. L Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions," *Contemporary Educational Psychology* 25, no. 1 (2000): 54–67, <https://doi.org/10.1006/ceps.1999.1020>.

<sup>77</sup> P. R Pintrich, "A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts," *Journal of Educational Psychology* 95, no. 4 (2004): 667–686, <https://doi.org/10.1037/0022-0663.95.4.667>.



behaviors. Additionally, teachers use their knowledge to deliver suitable knowledge to the target learners. Furthermore, a teacher is unique in that she or he may apply educational philosophy and policy to real-world situations.<sup>78</sup>

### 3) School Environment

The school atmosphere has a significant impact on students' motivation to learn, and the article on the school environment plays a vital role in the process and growth of learning. As a result, all parties must take into account the school's condition, such as learning facilities and infrastructure, interactions between students and other students, teachers and students, discipline within a school, and a variety of other school environment elements that influence student learning.<sup>79</sup>

## G. Previous Studies

Some researchers have previously undertaken study on the influence of self-regulated strategy development. The first study by Juliantina et al. conduct research to investigate the effect of Self-Regulated Strategy Development (SRSD) on students' writing motivation in recount text. The study is carried out at MAS Al Washliyah 29 Binjai in November 2021. The sample comprised 52 tenth-grade students, divided into an experimental group and a control group, which were selected through cluster random sampling. The experimental group is taught using SRSD, while the control group is instructed through small group discussion. The instrument used for data collection is a post-test to evaluate students' writing motivation. The data are analyzed using the Paired-Samples T Test via SPSS 28.0. The results show a significant effect of SRSD, with a 2-tailed significance value of 0.000000, which is lower than 0.05. Additionally, the t-count value (24.787) is

---

<sup>78</sup> D Jhonson, "The Role of Teachers in Motivating Students to Learn," *Journal of Graduate Studies in Education* 9, no. 1 (2017): 46–49.

<sup>79</sup> Susanti and Damris, "Learning Environment and Motivation in Junior High School," *Universitas Journal of Educational Research* 8, no. 5 (2020): 2047–2056, <https://doi.org/10.13189/ujer.2020.080542>.

higher than the t-table value (2.05954). These findings confirm that SRSD significantly improves students' writing motivation in recount texts.<sup>80</sup>

The second study titled *The Effectiveness of Self-Regulated Strategy Development (SRSD) to Teach Writing Viewed from Students' Creativity* by Ermawati, et al. conduct research on the effectiveness of Self-Regulated Strategy Development (SRSD) and the Direct Method (DM) in teaching writing, viewed from students' creativity. The study aims to determine which method is more effective and whether creativity influences writing skills. Data are collected through writing and creativity tests, analyzed using ANOVA and Tukey HSD tests. The findings reveal that SRSD is more effective than DM in improving students' writing skills. Additionally, students with high creativity outperform those with low creativity in writing performance. The results indicate an interaction between teaching methods and creativity, showing that SRSD is particularly effective for students with high creativity. However, for students with low creativity, both SRSD and DM yield similar results. This study highlights the importance of matching teaching methods with student characteristics to optimize learning outcomes.<sup>81</sup>

The third research by Miatin and Wiedarti conducted research on *the effects of the Self-Regulated Strategy Development (SRSD) model on students' personal recount writing and motivation*. The study aimed to determine the effectiveness of SRSD in improving students' writing skills and fostering their motivation. Using a quasi-experimental pretest-posttest control group design, the researchers examined two groups of junior high school students in Kebumen, Central Java. Each group consisted of 30 students, one receiving SRSD instruction and the other taught through a conventional teaching model. The SRSD group utilized strategies like POW and WWW, W2, H2 for planning and drafting. Data were collected through writing tests and a motivation questionnaire, analyzed using MANCOVA. The

---

<sup>80</sup> Juliantina, Seget Tartiyo, and Masita Ranti, "The Effect of Self-Regulated Strategy Development (Srsd) on Students' Writing Motivation in Recount Text," *Jurnal Serunai Bahasa Inggris* 14, no. 2 (2022): 46–54.

<sup>81</sup> Esti Ermawati et al, "The Effectiveness of Self-Regulated Strategy Development (SRSD) to Teach Writing Viewed from Students' Creativity," *ELTINDO Journal*, 2016. Retrieved from [https://digilib.uns.ac.id/doku men/download/205770/MjA1Nzcu](https://digilib.uns.ac.id/doku%20men/download/205770/MjA1Nzcu). 13<sup>th</sup> December 2024.

results indicated that the experimental group significantly outperformed the control group in writing skills ( $p = 0.017$ ), but no significant improvement was observed in writing motivation ( $p = 0.104$ ). The findings suggest that while SRSD effectively enhances writing skills, its impact on motivation remains limited.<sup>82</sup>

The relevant researches mentioned above provide a significant addition to the writer's research. The researcher gathers a large amount of information related to creating a recount text. Based on it, the researcher will conduct research on the differences between utilizing and not using SRSD when writing a paragraph. However, the writer's research differs significantly from Juliantina, Esti Ermawati, and Miatin's findings. More specifically, it is the effect of adopting SRSD to improve the second-year students' capacity to write recount texts at SMA Plus Bahrul Ulum Sungailiat in Bangka.

---

<sup>82</sup> Miatin and Wiedarti, "Empowering Students' Personal Recount Writing and Motivation to Write through Self-Regulated Strategy Development Model," *Journal of Education and Learning (EduLearn)* 13, no. 2 (2019): 177–83, <https://doi.org/10.11591/edulearn.v13i2.11861>.