

CHAPTER I

INTRODUCTION

This chapter discusses the research background of the study, research problems, objectives of the study, hypothesis of research, the significances of the study, the scope and limitation, the definition of key terms and theoretical framework.

A. Background of the Study

Writing is a crucial skill that serves as a cornerstone for effective communication and learning across various disciplines. It is not merely a tool for expressing thoughts and ideas; it also facilitates critical thinking, reflection, and the organization of information.¹ Through writing, individuals can convey emotions, persuade others, and share knowledge, making it an essential component of academic and professional success. In educational contexts, writing serves multiple purposes, from expressing personal narratives to analyzing complex texts and conducting research.² As the student progress through their educational journeys, developing proficient writing skills becomes increasingly important, these abilities not only improve their academic success, but also prepare students for real-world issues.³

In addition to its fundamental role in communication, writing is essential for mastering language itself. Writing provides a structured way to practice and apply vocabulary, grammar, and syntax, allowing students to deepen their understanding of language mechanics.⁴ Engaging in writing tasks allows learners to internalize language rules through active and meaningful language use, which leads to more effective communication. In line with this view, Rusmiati et al., found that regular

¹ Ronald T. Kellogg, “Training Writing Skills: A Cognitive Developmental Perspective,” *Journal of Writing Research* 1, no. 1 (2008): 1–26.

² K. R Harris, S Graham, and M Adkins, “Self-Regulated Strategy Development: A Comprehensive Approach to Writing Instruction,” *Theory Into Practice* 54, no. 1 (2015): 68–75, <https://doi.org/10.1080/00405841.2015.992012>.

³ Jessica Singer Early, “The Lifespan Development of Writing,” *Writing and Pedagogy* 10, no. 3 (2018): 453–455, <https://doi.org/10.1558/WAP.35004>.

⁴ T Silva, “Second Language Writing,” *Encyclopedia of Language & Linguistics* 1, no. 1 (2006): 111–118, <https://doi.org/10.1016/B0-08-044854-2/00631-3>.

writing practice significantly enhances EFL students' writing ability, demonstrating how continuous engagement in writing reinforces target language skills.⁵ Moreover, strong writing competence supports not only personal expression but also academic and professional development, making writing mastery essential for students' success in an information-driven society.⁶

As one of the most important abilities for successful academic and communicative endeavors, teaching and learning English as a second language is a hot topic in language schools. Writing well in English needs not only a firm grasp of grammar and vocabulary but also the cultivation of analytical reasoning, methodical planning, and original thought. Afnan noted that writing in English poses unique challenges for ESL students because it demands mastery of vocabulary, grammar, and syntactic rules, in addition to the ability to construct cohesive and clear arguments.⁷ Furthermore, proficiency in English writing is crucial not only for academic success but also for real-world communication, given the global use of English in domains such as business, technology, and academia.⁸

Teaching and learning English, therefore, are essential components of education systems around the world.⁹ English proficiency is often associated with greater academic achievement and professional opportunities, as students with stronger English skills tend to perform better academically and participate more

⁵ Rusmiati, Kin Maharami, and Shaumiwat, "Does Journaling Practice Affect EFL Students' Writing Ability?," *LingTera* 12, no. 1 (2025): 1–10, <https://doi.org/10.21831/lt.v12i1.71209>.

⁶ Hanif Maulaniam Sholah, "Enhancing EFL Learners' Writing Skill via Journal Writing," *ALSUNA: Journal of Arabic and English Language* 2, no. 2 (2029): 96–116, <https://doi.org/10.3153/8/alsuna>.

⁷ Afnan Farooqui, "Writing Assignments Difficulties, Factors, and Solutions: ESL Teachers' Perspectives," *Arab World English Journal (AWEJ)* 14, no. 4 (2023): 358–371, <https://dx.doi.org/10.24093/awej/vol14no4.22>.

⁸ Choudaha R and Chang L, "Trends and Issues in English Language Teaching and Learning," *International Journal of English Language Education* 6, no. 1 (2018): 1–9, <https://doi.org/10.5296/ijele.v6i1.12934>.

⁹ S. A Mavlonova, A. V Morozova, and D. P Oromidinova, "The Role of the English Language in Global Communication and Its Importance in the Education System," *International Journal of Artificial Intelligence* 5, no. 5 (2025): 702–705, <https://www.academicpublishers.org/journals/index.php/ijai>.

actively in scholarly activities, which in turn can support career advancement.¹⁰ Language learning is also acknowledged as a complex and multidimensional process involving the four major language skills: listening, speaking, reading, and writing, each of which contributes uniquely to overall communicative competence in English.¹¹ Among these, writing is often considered the most challenging skill to acquire, as it requires a deeper level of cognitive engagement and the ability to organize ideas effectively.¹² Educators are thus tasked with designing instructional approaches that address students' diverse needs, helping them build both linguistic and organizational skills essential for writing in English.¹³

Despite its importance, the teaching and learning of writing come with numerous challenges. Many students face difficulties in structuring their thoughts, choosing appropriate language, and applying complex grammar rules. Moreover, students often struggle with sustaining focus and motivation throughout the writing process, leading to a lack of confidence in their writing abilities.¹⁴ These difficulties can be more pronounced among learners of English as a second language, who may face added cognitive loads as they work to understand language nuances while also learning to compose structured, coherent texts. For teachers, managing these challenges requires implementing strategies that not only develop students' technical writing skills but also engage them meaningfully, addressing both their academic needs and their motivational barriers.¹⁵

¹⁰ M. F Fadhil et al., "The Role of English Proficiency in Supporting Academic Achievement and Career Opportunities of University Students," *Widya Accarya: Jurnal Kajian Pendidikan FKIP Universitas Dwijendra* 16, no. 1 (2025): 36–41, <https://doi.org/10.46650/wa.16.1.1645>.

¹¹ Harmer, *The Practice of English Language Teaching*, 4th Ed (UK: Longman, 2007).

¹² Hyland, *Second Language Writing*, 1st Ed (Cambridge: Cambridge University Press, 2003).

¹³ S Graham and D Perin, "Writing Next: Effective Strategies to Improve Writing in Middle and High School Students," *Review of Educational Research* 89, no. 4 (2019): 607–645.

¹⁴ Steve Graham and Karen R Harris, "Improving the Writing Performance of Young Struggling Writers," *The Journal of Special Education* 39, no. 1 (2005): 19–33, <https://doi.org/10.1177/0022469050390010301>.

¹⁵ Rini Isnaeni et al., "The Students' Problems in the Paragraph Writing Course at Universitas Negeri Makassar," *International Journal of Language, Education, and Literature (IJLEL)* 2, no. 2 (2025): 250–255.

One instructional approach that has proven effective in addressing the complexities of teaching writing is self-regulated strategy development. It is an evidence-based instructional model designed to promote students' independence in the writing process by teaching specific strategies for planning, organizing, and revising text.¹⁶ This model combines writing instruction with self-regulation skills, enabling students to control their own learning process. Through SRSD, students learn to divide the writing task into smaller and more manageable steps, set writing goals, and monitor their own progress. Studies have shown that self-regulated strategy development not only improves students' writing performance but also contributes to the development of positive attitudes toward writing by enhancing learners' confidence, autonomy, and persistence in the writing process. According to Marzuki et al., self-regulated strategy development instruction significantly improved EFL learners' writing proficiency and learning autonomy, indicating that learners become more self-directed and confident in managing writing tasks.¹⁷

Furthermore, writing motivation is a critical factor in students' writing success. Students who are motivated to write often show greater engagement, persistence, and achievement in writing tasks compared to their less motivated peers.¹⁸ Motivation plays a dual role in writing development; it influences both the effort students invest in writing and their willingness to improve. In the context of SRSD, motivation becomes particularly relevant, as the model encourages students to take ownership of their writing process, which can enhance their intrinsic motivation to write as stated by Jonathan and Jessica in

¹⁶ S Graham, K. R Harris, and L. H Mason, "Self-Regulated Strategy Development in Writing: A Meta-Analysis," *Review of Educational Research* 90, no. 2 (2020): 159–197, <https://doi.org/10.3102/0034654319892831>.

¹⁷ Dony Marzuki, Sariani, and Sumira, "The Effects of Self-Regulated Strategy Development (Srsd) Instruction On EFL Learners' Autonomy and Writing Proficiency," *IJEAL (International Journal of English and Applied Linguistics)* 3, no. 3 (2023): 266–278, <https://doi.org/ijea.v3i3.3095>.

¹⁸ D. J Pratiwi, A Aridah, and M. P Zamruddin, "The Correlation between Writing Motivation and Writing Achievement," *E3L: Journal of English Teaching, Linguistic, And Literature* 5, no. 2 (2022): 58–63.

their study.¹⁹ Therefore, this study seeks to investigate the effect of Self-Regulated Strategy Development on students' writing abilities in recount texts among eleventh-grade students with different levels of writing motivation. This study also aims to provide insights into more effective and differentiated approaches to teaching writing in English through an examination of the relationship between writing strategy instruction and motivation.

Based on the context and symptoms described above, the writer will undertake study to investigate the effects of self-regulated strategy development on recount text for students at SMA Plus Bahrul Ulum Sungailiat, Bangka Regency, who have different writing motivations. This study is helpful for an educator at this school since it provides information on effective strategies for teaching writing and developing students' motivation to write. As a result, it can improve the quality of English teachers' knowledge and performance in instruction. The writer will also assess whether the approach adopted has a significant effect on the students' writing motivation.

Finally, for the reasons described above, the researcher wishes to conduct research on **“The Effect of Self-Regulated Strategy Development on Writing Recount Text for Students at Eleventh Grade Students of SMA Plus Bahrul Ulum Sungailiat, Bangka Regency with having different Writing Motivation in Academic Year of 2024/2025”**.

B. Research Problem

Based on the background of the study, this research is conducted to quantitatively investigate the effectiveness of self-regulated strategy development in enhancing the writing recount text of senior high school students across different writing motivation. Therefore, the following research questions are proposed:

1. Is there any significant effect of self-regulated strategy development in teaching writing recount text for students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka?

¹⁹ Jonathan Fernandez and Jessica Guilbert, “Self-Regulated Strategy Development’s Effectiveness: Underlying Cognitive and Metacognitive Mechanisms,” *Metacognition and Learning* 19, no. 1 (2024): 1091–1135, <https://doi.org/10.1007/s11409-024-09398-7>.

2. Is there any significant effect of self-regulated strategy development in teaching writing recount text for intrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka?
3. Is there any significant effect of self-regulated strategy development in teaching writing recount text for extrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka?

C. Objective of Research

Based on the statement of the research problem, the objectives of this research are:

1. To examine whether there is a significant effect of self-regulated strategy development in teaching writing recount text for students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.
2. To analyze whether there is a significant effect of self-regulated strategy development in teaching writing recount text for intrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.
3. To determine whether there is a significant effect of self-regulated strategy development in teaching writing recount text for extrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

D. Hypothesis of Research

There are two type of hypotheses stated in this study, there are Null Hypothesis (H_0) and Alternative Hypothesis (H_a). The description of the hypothesis in this study are:

1. For Overall Students

H_a : There is a significant effect of self-regulated strategy development in teaching writing recount text for students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

H_0 : There is no a significant effect of self-regulated strategy development in teaching writing recount text for students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

2. For Students with Intrinsic Motivation

H_a2 : There is a significant effect of self-regulated strategy development in teaching writing recount text for intrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

H_0 : There is no a significant effect of self-regulated strategy development in teaching writing recount text for intrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

3. For Students with Extrinsic Motivation

H_a3 : There is a significant effect of self-regulated strategy development in teaching writing recount text for extrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

H_0 : There is no a significant effect of self-regulated strategy development in teaching writing recount text for extrinsic motivation students at eleventh grade students of SMA Plus Bahrul Ulum Sungailiat Bangka.

E. Significances of Research

This research is predicted to make a significant contribution to foreign language acquisition, particularly in writing skills. Furthermore, this research is likely to be beneficial for the following:

1. For the students

This research is expected to help the students of SMA Plus Bahrul Ulum Sungailiat Bangka to improve their writing skills, especially in recount text. By understanding writing strategies, students can become more confident and effective communicators. When they learn to express their ideas clearly, they will perform better academically and prepare themselves for future opportunities in higher education or the workforce.

2. For the teachers

The outcome of this research will provide teachers with valuable insight into effective writing teaching strategies, specifically self-regulated strategy development. By implementing this strategy, teachers can provide better support to students with different levels of motivation and writing ability. This

research can also help educators identify areas where students struggle, allowing them to adapt teaching methods to meet students' varying needs.

3. For the future researcher

This research will contribute to existing knowledge about writing teaching and motivations in language learning. Future researchers can utilize these findings to explore new teaching strategies, assess their effectiveness, and investigate other factors that influence writing skills in students.

F. Scope and Limitations of Research

The researcher focused this study on examining the effect of self-regulated strategy development on students' recount text across different writing motivation. The participants of this research are eleventh-grade students of SMA Plus Bahrul Ulum Sungailiat, Bangka Regency.

G. Definition of the Key Terms

This sub-chapter presents the key points of the research

1. Self-Regulated Strategy Development (SRSD)

Self-regulated strategy development is an instructional model aimed at improving students' ability to self-regulate their writing process. It involves teaching specific strategies, such as goal-setting, self-monitoring, and self-reflection, which help students take control of their writing. Self-regulated strategy development enables students to break down writing tasks into manageable steps and supports them in developing skills to assess their own progress. This model is especially beneficial for students who struggle with organization and motivation in writing, as it fosters independence and a greater sense of control over their learning.

2. Writing

Writing is the process of composing text to communicate thoughts, ideas, or information. It requires knowledge of vocabulary, grammar, and structure, along with the ability to organize content in a coherent way. In the context of this study, writing is the primary skill being developed and assessed, focusing specifically on recount texts. Writing also serves as a medium for expressing creativity,

documenting experiences, and sharing knowledge. Mastering this skill is crucial for students, as it enhances their ability to succeed academically and to express themselves in various real-world contexts.

3. Recount Text

A recount text is a type of writing that narrates events or personal experiences in chronological order. It typically follows a clear structure, beginning with an introduction that provides context, followed by a sequence of events, and often concluding with a reflection or summary. Recount texts are commonly written in the past tense and use temporal connectives (e.g., “first,” “then,” “finally”) to organize events. Teaching recount texts helps students practice narrative skills, such as organizing details logically and maintaining consistency in verb tense, which are essential for effective storytelling.

4. Four Square Writing Method

The Four Square Writing Method is a strategy that helps students organize their ideas systematically when writing a recount text. This method uses a visual organizer with four main squares and a central box, where the central box holds the main theme or title of the recount, serving as the foundation for the entire composition.

Each of the four surrounding squares focuses on a different part of the recount structure. The first square is used for the orientation, where students introduce who was involved, where the events occurred, and when they took place. The second and third squares are designated for the sequence of events, listed in chronological order to maintain logical flow. The fourth square is for the reorientation or conclusion, which summarizes the story or expresses the writer's feelings about the experience. This structured approach guides students in expressing their ideas clearly and logically, resulting in a well-organized and cohesive recount text.

5. Writing Motivation

Various internal and environmental elements impact students' willingness to participate in writing activities; they are collectively referred to as writing motivation. Extrinsic motivation refers to motivation that is influenced by external rewards, such as grades and instructor praise, whereas intrinsic motivation

originates from students' internal interest, enjoyment, and satisfaction in writing. Students who have a strong conviction in their own abilities are more likely to tackle writing obstacles with confidence, which is a key component of writing motivation. Students' level of engagement with the writing process is positively correlated with the degree to which they have established objectives for themselves that are both realistic and challenging. Additionally, the perceived relevance of writing assignments to students' lives increases motivation, as they see the importance of developing writing skills for future success. Constructive feedback and recognition from teachers further increases writing motivation by reinforcing efforts and providing direction for improvement. In this research, understanding writing motivation is very important, because this influences the way students interact with self-regulated strategy development and influences their overall writing performance.

H. Theoretical Framework

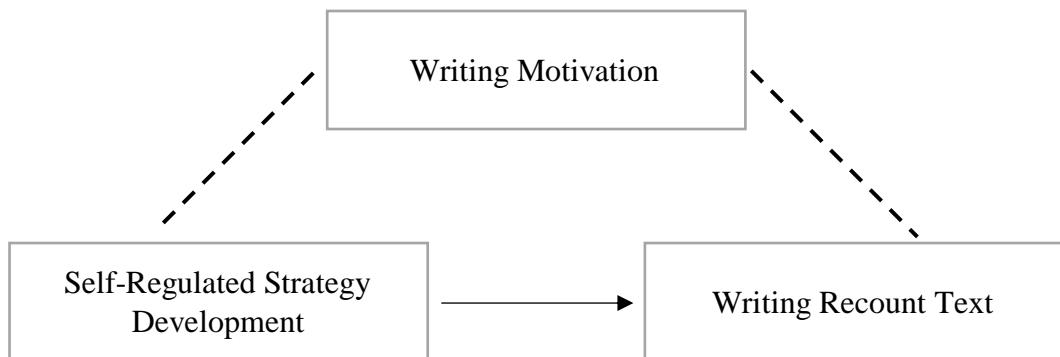


Figure 1. Conceptual Framework of the Study

The theoretical framework in this thesis describes the relationships among the keys concepts and variables examined in the study. There are three main variables involved: the independent variable, the dependent variable, and the moderator variable. Self-regulated strategy development serves as the independent variable because it is the instructional strategy introduced during the learning process. Students' recount text writing performance is the dependent variable, as it represents the outcome influenced by the use of self-regulated strategy development. Meanwhile, writing motivation functions as the moderator variable,

indicating that students' intrinsic and extrinsic motivation levels may strengthen or weaken the effect of self-regulated strategy development on their writing performance. Therefore, this study investigates how self-regulated strategy development improves students' writing recount texts while also considering whether different types of writing motivation contribute to variations in the effectiveness of the strategy.