THE EFFECT OF SELF-REGULATED STRATEGY DEVELOPMENT ON WRITING RECOUNT TEXT FOR STUDENTS WITH HAVING DIFFERENT WRITING MOTIVATION

THESIS

Presented to
Syekh Wasil State Islamic University Kediri
In Partial fulfillment of the Requirements
For the Degree of *Magister* in English Language Education

By:

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2025

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I hereby declare that this thesis and the work presented in it are entirely my own and have been produced as the result of my original research. It does not incorporate any materials previously written or published by another person, except where due acknowledgment is made through quotations and references. No part of this thesis has been submitted in support of an application for another degree or qualification at this or any other university or institution of higher education. Therefore, I take full responsibility for the content of this thesis should there be any objection or claim from others.

This thesis is submitted in partial fulfillment of the requirements for the degree of Magister (S2) in the English Education Department, State Islamic University of Syekh Wasil Kediri.

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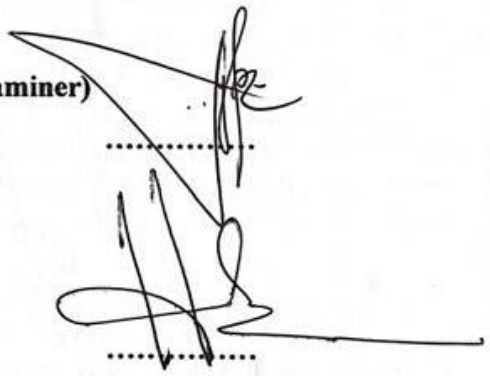

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ABSTRACT

Putri, Siti Novia Ade. 2025. *The Effect of Self-Regulated Strategy Development on Writing Recount Text for Students with having Different Writing Motivation*. Department of English Education, Faculty of Graduate Degree, Syekh Wasil State Islamic University Kediri (UIN). Advisors: (I) Prof. Dr. Fathor Rasyid, M.Pd., and (II) Dr. Sri Wahyuni, M.Pd.

Keywords: Self-Regulated Strategy Development, Four Square Writing Method, Writing Recount Text, Writing Motivation.

Writing is a fundamental skill that supports effective communication, critical thinking, and academic development; however, it remains a challenging area for many ESL learners, particularly in organizing ideas and applying linguistic features accurately. These challenges highlight the need for structured instructional approaches that guide students through the writing process. Self-regulated strategy development offers a systematic framework that integrates planning, organizing, and self-regulation strategies to enhance students' writing performance. This research aimed to examine the effectiveness of self-regulated strategy development in teaching writing recount texts and to determine whether intrinsic and extrinsic writing motivation contribute differently to students' writing performance

This study used a quasi-experimental design with a sample of 42 eleventh-grade students from SMA Plus Bahrul Ulum, with 22 students in the experimental class (XI-D) and 20 students in the control class (XI-A) . The instruments consisted of a pretest and posttest writing assessment and a writing motivation questionnaire adapted by Payne. The experimental group received three treatment sessions. Data were analyzed using ANCOVA to test the effectiveness of the strategy and to examine the differences between writing motivation.

The hypothesis was tested using ANCOVA to determine the influence of self-regulated strategy development on students' recount text writing performance. The results revealed a significant effect at the eleventh grade of SMA Plus Bahrul Ulum Sungailiat Bangka. For the overall group, the significance value was .000, indicating that SRSD had a notable impact on teaching writing recount texts. When analyzed by writing motivation, the significance values were .000 for both intrinsic and extrinsic motivation groups, supporting the rejection of the null hypothesis. Additionally, the N-Gain results, which measure the magnitude of students' learning improvement from pretest to posttest, showed positive gains for both groups, indicating that self-regulated strategy development effectively enhanced students' writing performance regardless of their motivational orientation.

MOTTO

“ASAK KITE KAWA GE PASTI PACAK”

- If we have a desire, we will find a way-

DEDICATION

I would like to dedicate this thesis to:

1. Myself, who survived sleepless nights, endless revisions, sudden self-doubt, and the dramatic moments of "I want to give up" but still chose to continue and finish this thesis.
2. My beloved parents, who always give me their best prayers, motivation, and unlimited support, even when I complained more than I studied.
3. My whole family and friends, who shared happiness, kindness, laughter, and emotional support during both stressful and joyful moments.
4. All people who sincerely make their best efforts to share knowledge with one another.

ACKNOWLEDGEMENT

Alhamdulillahirabbil‘alamin…

I am grateful to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy in allowing me to complete this thesis. Shalawat is also sent to Prophet Muhammad, shallallahu 'alaihi wa sallam, who revealed the truth to humanity in general and Muslims in particular. I would like to send my gratitude to the people who have given their supports and helps related to the writing this thesis.

1. Dr. Wahidul Anam, M.Ag., the Rector of UIN Syekh Wasil Kediri.
2. Prof. Dr. H. Moh. Asror Yusuf, M.Ag., the Director of Pascasarjana of UIN Syekh Wasil Kediri
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4. My advisors Prof. Dr. Fathor Rasyid, M. Pd and Dr. Sri Wahyuni, M.Pd as the first and second thesis supervisors, who have provided guidance, direction, and motivation, enabling the completion of this thesis. Thank you for supervising me with great dedication and patience. Thank you for making every process easier, always welcoming every consultation openly, and understanding every difficulty I faced. You are not only mentors in knowledge but also mentors at heart. May Allah SWT bless you with good health, endless blessings, and the finest rewards for all the kindness you have shared.
5. All lecturers of the English Education Study Program for their guidance and knowledge throughout the writer’s study at the Postgraduate Program of UIN Syekh Wasil Kediri.
6. The two most important people in my life are my Ayah and Emak. Thank you for the trust you have given me in allowing me to live away from home, and for your endless sacrifices, love, prayers, motivation, encouragement, and advice. Thank you for tirelessly supporting every decision and choice I have made in life, as well as for your financial support. You both mean so much to me. May Allah SWT always protect you and grant you goodness and ease. *Amiin*

7. My companions during my university years, especially my family at the TBI Postgraduate Program, Tazkiya, Astuti, Farkhan and Burhan who have always been by my side for the past two years. I am deeply grateful for their constant presence, for always being the first to offer help whenever I needed it, for being my travel partners to relieve stress throughout the writing process, and for listening to all my worries during my time away from home.
8. My support system, Septio, who always gives unwavering support. Thank you for always cheering me up while living far from home and for helping me through many challenges. You have consistently been a good listener whenever I felt lost, and you have greatly supported me throughout the process of completing this thesis as well as during my studies at UIN Syekh Wasil Kediri.

Finally, I would like to thank everybody who was important to the successful realization of this undergraduate thesis. This undergraduate thesis is far from perfect, but it is expected that it will be useful not only for the researcher, but also for the readers. For this reason, constructive thought full suggestion and critics will be very much appreciated.

Kediri, 17th November, 2025

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