THE EFFECTIVENESS OF USING SELF-REGULATED STRATEGY DEVELOPMNET (SRSD) TO IMPROVE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMK N 5 BANDAR LAMPUNG IN THE ACADEMIC 2019/2020

A Thesis

Submitted as a Partial Fulfillment of The Requirement for S-1 Degree

By

Nuril Halida

NPM: 1511040369

Study Program	**: English Education**	
Advisor	**: Meisuri, M.Pd**	
Co-Advisor	**: Nurul Puspita, M.Pd**	

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1441 H/ 2020 M**

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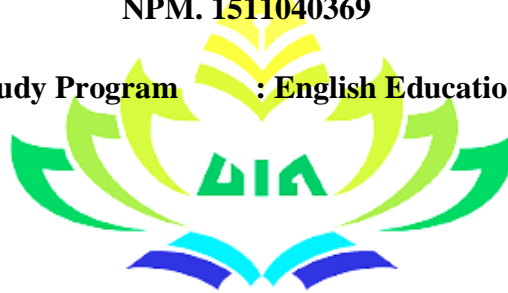
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1441 H/ 2020

ABSTRACT

THE EFFECTIVENESS OF USING SELF-REGULATED STRATEGY DEVELOPMNET (SRSD) TO IMPROVE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMK N 5 BANDAR LAMPUNG IN THE ACADEMIC 2019/2020

By
Nuril Halida

Writing is an activity for expressing the idea, concept, opinion in a text. From the result of interview with students of eleventh grade at SMKN 5 Bandar Lampung, students were having some problems in English learning process especially in writing. This problem caused some of the students difficult to determine the idea, low vocabulary, the students are lack of motivation in learning writing because the class condition was less interesting and they were lazy to paid attention when teacher teaching in the class.

This research using Self-Regulated Strategy Development as a strategy for solve students' problems in writing English especially on analytical exposition. The researcher used quasy experimental method in this study. The researcher conducted the research to eleventh grade of SMKN 5 Bandar Lampung. The researcher took two classes as the sample: XI TSM1 as the experimental class used self-regulated strategy development and XI TSM2 as control class used power strategy. The instrument of this study consist of pre and post. Pre-test was used to measure the students' writing ability before the treatment while post-test was used to measure the students' writing ability after the treatment.

From the data analysis, it was found that the result of Sig. (2-tailed) = 0.000 and α = 0.05. It means Ha is accepted because Sig. (p_{value}) < α = 0.05. Based on the computation, it can be concluded that there was an effectiveness of using self-regulated strategy development to improve students' ability in writing analytical exposition text at the eleventh grade of SMKN 5 Bandar Lampung in the academic 2019/2020.

Keywords: *Self-Regulated Strategy Development (SRSD), Writing Ability, Analytical Exposition Text, Quasi Experimental*

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A thesis entitled: **"THE EFFECTIVENESS OF USING SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) TO IMPROVE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE ELEVENTH GRADE OF SMK N 5 BANDAR LAMPUNG IN THE ACADEMIC 2019/2020"** by: **NURIL HALIDA, NPM: 1511040369, Study Program: English Education**, was tested and defended in the examination session on: Friday, July 24th 2020.

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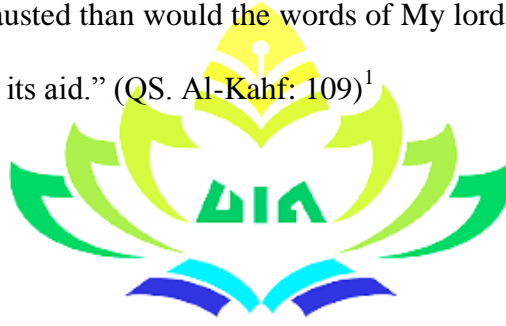
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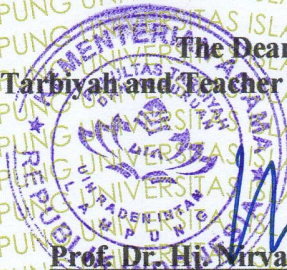
MOTTO

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قُل لَّوْ كَانَ ٱلْبَحْرُ مِدَادًا لِّكَلِمَٰتِ رَبِّى لَنَفِدَ ٱلْبَحْرُ قَبْلَ أَن تَنفَدَ كَلِمَٰتُ رَبِّى

وَلَوْ جِئْنَا بِمِثْلِهِۦ مَدَدًا ﴿١٠٩﴾

</div>

"If the ocean were ink (where with to write out) the words of My Lord, sooner would the ocean be exhausted than would the words of My lord, even if we added another ocean like it, for its aid." (QS. Al-Kahf: 109)[1]

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[1] Abdullah Yusuf „Ali, The Meaning of Holy Qur‟an New Edition with Qur‟anic text (Arabic),Commentary and Newly Comprehensive Index (Beltsville: Amana Publication, 2005), p. 1506.

DECLARATION

Hereby, I stated this thesis entitled The Effectiveness of Using Self-Regulated Strategy Development (SRSD) to Improve Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic Year 2019/2020 is completely my own work, I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in my thesis.

<div align="right">

Bandar Lampung, 05 April 2020
The Researcher

Nuril Halida
1511040369

</div>

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytime.

2. My beloved parents my father Salmi Salim and my mother Yurna Etmi Ama. Pd. who always pray for my life and success, give me financial support and motivation to study hard until now. Thanks for giving the researcher spirit.

3. My beloved brothers and sisters Fahrul Rozi, Yunan Ramdan S.Com, Sari Arif Yani S.PdI, Muhammad Afif S.Kom, Titin Mulyati SP, Abdul Murad A.Md, Ferlinda Indriansyah, and My beloved nephews Rani Putri Kirana, Fitria Khoirunnisa, Nabila Kaanisah Hanzalah, Aisyah Ayudia Inara, Muhammad Nur Xabiru and Muhammad Azzam Musa who always gave me love, spirit, and support for my success.

4. Someone who will be given by Allah SWT to be my life partner one day.

5. My beloved friends, who always support me to finish this thesis.

6. All of my special classmates of PBI A 2015.

7. My Almamater UIN Raden Intan Lampung.

ACKNOWLEDGEMENT

All praises be to Allah *Azza wa Jalla,* who has given the researcher mercy and blessing in life until this thesis untitled "The Effectiveness of Using Self-Regulated Strategy Development (SRSD) to Improve Students' Ability in Writing Analytical Exposition Text at the Eleventh Grade of SMKN 5 Bandar Lampung in the Academic 2019/2020" can be completely finished as requirement for the Degree of Bachelor of Education in English Education.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung and also as the advisor who patiently guided for the completion of this thesis.

3. Nurul Puspita, M.Pd, the co-advisor, has patiently guided and directed the researcher in improving her thesis until the completion of this thesis.

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5. Drs. Irman, the Headmaster of SMKN 5 Bandar Lampung for allowing to conduct the research.

6. Dra. Resti Kurniawati, the English teacher of SMKN 5 Bandar Lampung for guidance and support during the research and help to the researcher in collecting technique the data of the research.

7. My beloved friends, Nadela Yunier Prasetyo, Rosa Ariesta Dewi, Dwita Merzanti, and Dyah Puji Lestari who picking on me and scolding me as grew tired, tired and tired of working my thesis. Thank you always give support, and always solve my problem when the researcher get a difficulty and always.

8. My beloved friends Always Pance (Desti Zahra, Lesda Raflia Dhea Ikatari, and Mona Jesica Efendi) thank you for always pray and motivation that given to researcher.

May Allah Subhanallahu Wa Ta'ala bless us all. The researcher realizes that this thesis is still far from perfection, so that I expect constructive suggestion and criticism from all side for the perfection of this thesis project. Furthermore, thesis is expected to be useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.
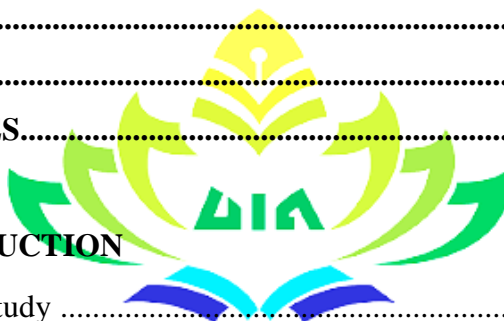
Bandar Lampung, 05 April 2020

Nuril Halida
1511040369

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of an important skill in language learning. By writing, students can share information and ideas in the written text. Writing is method of human intercommunication by means of conventional visible marks.[1] It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal means.

Writing is the production of the written words that produce a text which much be read and comprehended. In other words, writing makes produce in the form of written text which is used to deliver the writers ideas and meanings to the readers.[2] It means that writing activity involves the procedure of thinking process and making decision to express the information in written text.

They are focusing on the product of writing process and focusing on the writing process itself.[3] It means writing process teaching it to shift from the product to what pouring process students think and write. Thus, writing activities are completed which are completed in one time orseveral repetitions with different levels ofresolution during each stage. This process is different depending on theperson, cognitive level and the author's experience.

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[1]R.R Jordan, *Academic Writing Course*, (London: Longman,2003), p.41.
[2]Marrianne Celce-Murcia, Elite Olshtain, *Discourse and Context in Language Teaching,* (Cambridge: University Press, 2003), p.142.
[3]Harmer, J. *How to Teach English,* (London: Pearson Limited Editions, 2001), p. 25.

Students' problems in writing may occur because of many factors. One of the causes for the challenge might be the complex nature of the writing skill itself. According to Raimes"when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language.[4] It means students find it difficult in their grammar and vocabulary so that they find it difficult to develop their ideas in writingand also difficulty with sentence structure and word order, trouble reading back what is written, and difficulty with word sounds, spelling, and meanings.

The result of preliminary research showed that many students at the Eleventh grade of SMK N 5 Bandar Lampung have difficulties in understanding how to write correctly. To get the data of Pre research the interview was applied to the English teacher and the students of SMK N 5 Bandar Lampung by interviewing the teacher and the students. Based on the interview, that the researcher did to the English teacher, teacher use the power strategy for teaching English. Then, to helps students to know about vocabulary, teacher ask the students to bring dictionary. But she said that the students' writing ability of SMK N 5 Bandar Lampung is still low. The students' problems in learning writing are the students still cannot gather the idea to write, lack grammar making it difficult for them to understand

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[4]Dr. Ibrahim Mohamed Alfaki, "*University Students' English Writing Problem: Diagnosis and Remedy*". International Journal Of English Language Teaching, Vol. 3 No. 3 (May 2015), p. 40-52.

English,and the students make mistakes due to lack of vocabularies.[5] It means that make the students felt borred and lazy to lesson English.

Based on the result of interview and analyzed the students' writing ability score showed that the students' skill in writing is poor. It happened because of some problems; the students have low motivation in writing, the students are not able to write correctly, the students have low vocabulary, the students are not interested in the writing and they still confuse to find out the idea. It can be seen on the table 1 below:

Table 1
The Students' Writing Score at the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020

NO	Class	Score		Number of Students
		≥ 68	< 68	
1	XI TSM 1	9	20	29
2	XI TSM 2	6	21	27
Total		15	41	56
Percentage		27%	73%	100%

Source: The Score Data from English Teacher of SMKN 5 Bandar Lampung.[6]

From table 1, it can be concluded that students got ≤ 68 are 73%. It means that the students' writing skill is still low and students still under the criteria of minimum mastery. It caused the students were passive during lesson. The KKM of SMK N 5 Bandar Lampung is 68. Then, the researcher interviewed some students in class XI TSM 1 to ask about writing skills. Students said they did not understand how to use grammar and also lack of vocabulary towards English. And also, they are very difficult to start writing

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[5] Dra Resti Kurniawati, *Interview to English teacher of SMK N 5 Bandar Lampung*, on August, 1st, 2019, Unpublished

[6] The Data*students score writing at eleventh grade of SMKN 5 Bandar Lampung in the academic year 2019/2020 (doc)*

because of that makes them very lack in writing skills. In addition, they are also bored with the stratgey used at school so that makes them lazy to learn.

From the result of students' writing score and some interviewed above, it is clear that the students have lack in writing. They should be taught effectively and patiently because the students at the eleventh grade should be able to write an arrangement. They are on high grade and almost have graduated. It will have an effect to their future if they cannot write English well. Thus, the researcher would like to conduct a research entitle "The Effectiveness of Using Self-Regulated Strategy Development to Improve Students Ability in Writing Analytical Exposition Text."

Based on the preliminary researcher conducted at SMK N 5 Bandar Lampung, the researcher found that it was not easy to improve students writing skill because many factors that caused problem for students writing. The first most students lack vocabulary, then the students difficult understand grammatical, so they not understand in learning process. In addition, the strategy for teaching still monotonous so that students will boring. Thus, the teacher must use strategy for teaching English so that students will enjoy in learning process so that they will more easy in lesson.

To solve this problem, the researcher used one of the strategy;it is Self-Regulated Strategy Development.Self-Regulated Strategy Development (SRSD) is an instructional approach designed to help students learn, use, and adopt the strategies used by skilled writers. According to Harris and Graham, the primary focus of SRSD is teaching students strategies for successfully

completing an academic task. SRSD is based on the belief that the development of self-regulation processes is an important part of learning and maturing and that self-regulatory mechanisms can be fostered and improved through instruction.[7]

According to Zito et al, in the SRSD approach to strategies instruction, Self-regulation is addressed by teaching students how to set goals, self-monitor, use self-instructions, self-evaluate, and self-reinforce. Content knowledge is enhanced by teaching relevant information and skills students need to utilize the strategies or self-regulation procedures. Motivation is strengthened by development of attributions for effort and the use of powerful writing strategies. Thus, SRSD is responsive to students who struggle with learning because it addresses their multiple cognitive, behavioural, and affective challenges.[8]

In this research, the researcher used Self Regulated Strategy Development in helping students in writing analytical exposition text, especially in developing and organizing ideas of arguments in the paragraph. Then based on the curriculum 2013, analytical exposition is the one of subject that should be mastered in the second grade students of Senior High School. Then in this research helping students to get a motivation to solve their problem in writing analytical exposition the students can make a good analytical text by revising their mistakes in writing analytical text.

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[7]Hanan Ahmed El-Sayyed Sanad, "Using Self-Regulated Development (SRSD) to Develop EFL Reading and Writing Skills". IOSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol. 19 No 5 (May 2014), p. 87.
[8]*Ibid.*

There are three different previous research from another thesis. The first thesis from Qurnia Iqbal at Junior HighSchool Al-ishlah Pekanbaru 2013/2014. Based on the statement of the problem "Is there any significant difference between using and without usingSRSD to increase the ability in writing narrative paragraph at thesecond year students of Junior High School Al-Ishlah Pekanbaru?" There were the Effect of Using Self-Regulated Strategy Development (SRSD) for the students, it help the students easier to make a sentence or paragraph about narrative text. It can be conclude that Self-Regulated Strategy Development was effective in teaching writing. From analysis of t-test, it can be seen that to is bigger than t-table. Inconclusion, Ho is rejected and Ha is accepted, and it means "there is asignificant difference between using and without using SRSD to increasethe ability in writing narrative paragraph of the second year students atJunior High School Al-Ishlah Pekanbaru."[9]

The second thesis from Fajar Romadhon at SMKN 1 Sepulu Bangkalan in academic year of 2018/2019. Based on the results 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.

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[9]Qurnia Iqbal, "The Effect of Using Self-Regulated Strategy Development (SRSD) to Increase the Ability in Writing Narrative Paragraph of the Second Year Students at Junior High School Al-Ishlah Pekanbaru". (*Thesis Submitted to Fulfill One of the Requirements for Undergraduate Degree in English Education* (S.Pd.) by UIN Suska Riau, Pekanbaru, 30 November 2012)

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.[10]

And the third thesis from Erin Novita at MAN 3 Blitar in the 2018/2019 academic year. The researcher use two cycle, every cycle consists of three meeting. First and second meeting for treatment, then the last meeting for test. In every cycle have four procedures they are: planning, implementing, observing and reflecting. From the data of this research, the result shows that the students' writing can improve. It can seen from the result of the test start from preliminary test the students' mean score is 51,8 and the presentage 0%, then in cycle one the students' mean score is 79,7 and the presentage is 46%, then for cycle two the students' mean score is 77,4 and the presentage is 76%. So the conclussion is Slef Regulated Strategy Development can be used as an alternative strategy to improve the students' writing ability on Analytical Expositin at second grade students of MAN 3 Blitar.[11]

Based on the previous research, the researcher would like to conduct a research entitle: "The Effectiveness of Using Self-Regulated Strategy

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[10]Fajar Romadhon, "The Influence Of Self-Regulated Strategy Development (Srsd) Towards Student's Writing Motivation In Recount Text In First Grade Of Smkn 1 Sepulu". (Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd.) in Teaching English by UIN Sunan Ampel, Surabaya, 19 April 2018).

[11]Erin Novita, "The Use of Self Regulated Strategy Development to Improve The Second Grade Students' Writing Ability on Analytical Exposition at MAN 3 Blitar."(Sarjana Thesis. English Education Department. Education And Teacher Training Faculty. State Islamic Institute (IAIN) of Tulungagung, Lampung, 10 Juli 2019).

Development to Improve Students Ability in Writing Analytical Exposition Text at the Eleventh Grade of SMKN 5 Bandar Lampung in Academic year of 2019/2020".

B. The Identification of the Problem

Based on the background study above, the researcher identifies the problems as follows:

1. The students have difficulty in writing.

2. The students have difficulty to develop their ideas in writing.

3. The students are low in vocabulary, structure, and grammar.
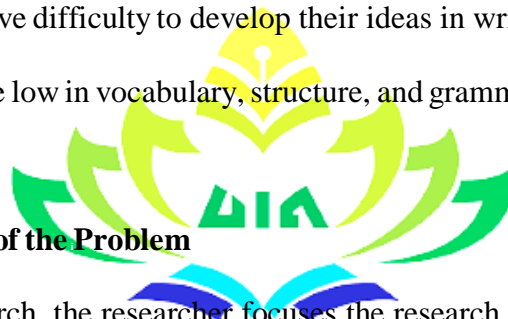
C. The Limitation of the Problem

In this research, the researcher focuses the research only on the aim of finding Effectiveness of Self-Regulated Strategy Development To Improve Students' Ability In Writing Analytical Exposition Text. The focus of text is in analytical exposition due to syllabus at the Second Semester of the Eleventh Grade of SMKN 5 Bandar Lampung in Academic Year of 2019/2020.

D. The Formulation of the Problem

On the background of study and problems limitation above, the reseaercher formulates of the problem in this research as follows "Is there any significant effectiveness of using Self-Regulated Strategy Development to

Improve Students' Ability writing Analytical Exposition Text at the eleventh grade of SMKN 5 Bandar Lampung in Academic year of 2019/2020?"

E. Objective of the Research

The objectives of the research is to find out whether there is an effectiveness of using self-regulated strategy development to improve students' ability in writing analytical exposition text ability at the second semester of the eleventh grade of SMKN 5 Bandar Lampung in academic year of 2019/2020.

F. Uses of the Research

This research, the researcher expect that the result of this research would be:

1. Theoretically, the result of the research may become a reference to the teacher in increasing students' writing ability through the effect of Self-Regulated Strategy Development to improve students' ability in writing analytical exposition text and also to clarify some theories related to self-regulated strategy development in order the further research cloud be better.

2. Practically, to increase and motivate students in learning writing by using self-regulated strategy development especially in writing analytical exposition text and also to introduce the students about new strategy in learning writing.

G. Scope of Research

1. Subject of Research

   The subject of this research was the students of the second semester of the eleventh grade of SMKN 5 Bandar Lampung.

2. Object of Research

   The objects of the research was the use of self-regulated strategy development and students' writing ability in analytical exposition text.

3. Place of Research

   The research was conducted at SMKN 5 Bandar Lampung which located at Jl. Pangeran Tirtayasa No. 88, Sukabumi Indah Bandar Lampung 35122.

4. Time of Research

   The research was conducted at the seconds semester in the academic year of 2019/2020.

CHAPTER II
LITERATURE REVIEW

A. Definition of Writing

Writing is one of an important skill in language learning. By writing, the students can share information and ideas in the written text. According to Jordan, "Writing is method of human intercommunication by means of conventional visible marks".[1] It means that writing is a medium communicate one's thought, feeling, wanted, and opinion by nonverbal means.

Writing is the mental work of inventing ideas, thinking about how to express them and orginizing them in to statements and paragraphs that will be clear to reader.[2] It means that writing is quite hard to be learned but if we got it clear once then as sure we mastered it well because that is not only from one aspects. We should think it first then write it down on paper after that we have to collaborate between our ideas and the sentences to become paragraphs.

According to Harmer, they are focusing on the product of writing process and focusing on the writing process itself.[3] It means writing process teaching it to shift from the product to what pouring process students think and write. Thus, writing activities are completed which are completed in one time orseveral repetitions with different levels ofresolution during each stage. This

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[1]R.R Jordan, *Academic Writing Course*, (London: Longman,2003), p.41.
[2] David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw Hill, 2003), p.88.
[3]Harmer, J. *How to Teach English,* (London: Pearson Limited Editions, 2001), p. 25.

process is different depending on theperson, cognitive level and the author's experience.

From the theoris above, the researcher concludes that writing is not easy, that is why we should know how to write well and produce the senteces well by learning all of the aspects in writing. The teacher should pay attention to the indicators of writing ability, in order to make the students able to write good composition. It can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity.
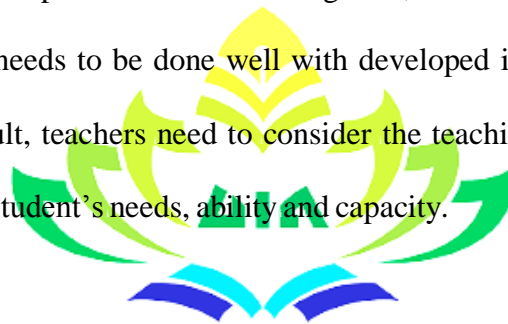
B. Aspect of Writing

In order to write well, there are several aspects which should be considered bystudents. According to Harris, he proposes five aspects of writing, namely grammar, form, vocabulary, mechanic, and style. The following aspects can beexplained as follows:

1) Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2) Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3) Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4) Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

5) Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.[4]

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[4]Harris, P.*Testing English as A Second Language*,(New York: Tata Mc Grow-Hill Publisher Co. Ltd. 1979)

C. Concept of Teaching Writing

Teaching writing is the activity to teach students how to communicate their ideas in the form of written text. In this sub chapter, the researcher will explain about teaching writing in further way. In teaching writing, the teacher should be able to control the class activities in order to make the students can be able to master the material. Teaching writing is not about transfering knowledge from the tacher to students, but it needs ability too. The teacher needs to guide students in understanding how to write and to select the word that appropriate the use in paragraph of a text.

Harmer states that by far the most important reason for teaching writing of course is that a basic of language skills. Therefore, teaching writing to student of English is more important than other language skills. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students.[5] It means that teaching writing is teaching the students the way to write in foreign language. Teaching writing is also as a process intruction how to organize our ideas to learn and to practice the art of putting word together in well-formed sentence, paragraph, and text.

In teaching writing, teachers should direct students' attention to how of text construction rather than what text is about. Thus, there are some stages of writing that teacher should concentrate in, as stated by Harmer as follow:

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[5] Jeremy Harmer, *How to Teach Writing* (Harlow: Pearson Education Limited, 2004), p.1

1. Planning

   Before starting to write or type, the brainstorming ideas was done to help them decide what they are going to write.

2. Drafting

   This first go at a text is often done on the assumption that it will be amended later.

3. Editing (reflecting and revising)

   The draft was produced and then, usually, read through what they have written to see where it works an where it does not. They may move paragraph around or write a new introduction. They may use a different form of words for a particular sentence. This editing are often helped by other readers (or editor) who comment and make suggestion.

4. Producing final version

   Their draft were edited, making the changes they consider to be necessary, they produce their final version. Then, ready to send the written text to intended audiences.[6]

   From the explanation above, it can be concluded that in teaching writing the teacher should engage students in writing activity. It means important since they have to guide and make sure the students pass all main activity in teaching writing.

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[6] Jeremy Harmer, *How to Teach Writing*, (New York: Longman,2004), p.84-85

D. Concept of Analytical Exposition Text

1. Definition of Analytical Exposition Text

Analytical Exposition is one of the text genres studied in senior high school based on the curriculum. An analytical exposition text is usually used to introduce several ideas that support the main idea of the researcher and deliver it to the audience. Aside of introducing idea, the purpose of the text itself is to persuade its reader to think about something, hopefully able to share the same ideas with the researcher.

According to Djuharie, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.[7] It is said that while having the text, the researcher opinion is involved. In addition, Gerot and Wignel states that the main social function of an analytical exposition text is to persuade the reader or the listerner of the text that something is the case.[8] Based on the statement, it can also be interpreted that analytical exposition text is a text that attempt to change people's opinion about something. To make the readers easily get the purpose of the text, it is necesarry to arrange the text is good order. The arragement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

Based on the statement, analytical exposition text is kind of the text that elaborates the researcher idea about the phenomenon surrounding, including the generic structure consist of thesis, argument, reiteration.

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[7] Otong Setiawan Djuharie, *Essay Writing* (Bandung: Yrama Widya, 2009), p. 161.
[8] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), p. 197.

2. **Generic Structure of Analytical exposition Text**

Gerot and Wignell reveals that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

a. Thesis

In this part, the reseacrher introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

In this part, the researcher presents arguments or opinions to support the researcher main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attenttion.

c. Reiteration

This is the last part of analytical exposition text. Reiteration contains restatement of the idea on the first paragraph. It is also called as a conclusion of the whole text.[9]

3. **Grammatical Features of Analytical Exposition Text**

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features ussually called as lexicogrammatical feature. According to Gerrot and

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[9] *Ibid.*

Wignel the significant grammatical features used in analytical exposition text are as follows:

a. Focus on generic human and non-human participants.

b. Use of simple present tense.

c. Use of rational process.

d. Use of internal conjuction to stages argument.

e. Reasoning through causal conjunction or normalisation.[10]

E. Example of Analytical Exposition Text

The Importance of Maintaining School Environment

As a student, we spend most of our time at school. From the morning to the afternoon, we do a lot of activities within the school area. I personally believe that maintaining the school environment is very important for us as a student as it will affect anything that we do in it. Below are several opinions and argument that will explain why keeping the school environment clean and safe is important.

Firstly, keeping the school environment clean gives us healthier atmosphere to study and to do various activities at school. Pile of trash produce bad smell, pollute the soil and invite a lot of flies to stay in the area. By maintaining the school environment free of trash, we can provide healthier ground and fresher air for teachers, students and other school inhabitant. With

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[10]*Ibid*, p. 195.

this condition, we will definitely enjoy our learning process at school as well as our other activities within the school ground.

Secondly, maintaining school environment will actually raise the image of the school within the society. It is common that a well maintained school will be considered as credible and trusted school by the society. When this condition is achieved by the school, more and more people will be willing to send their kids to this school. This will be really good for the development of the school as they will have enough capital to improve the school infrastructure.

Thirdly, maintaining the school environment is actually a lot more efficient compare to the loss that might happen if all school residents is ignoring it. Maintaining the school environment doesn't necessarily mean cleaning the school yard all the time. It also mean to secure the area by having several guards patrolling around the school. With this, no one will be able to get out of or get in to the school unnoticed. Therefore, we will be able to minimize the possibility of theft or the chance for the students to sneak out.

Now that you have seen some advantages of maintaining the school environment, I believe that you start to consider this issue as an important matter. Taking this matter seriously is very important to all of us, whether you are a student, a teacher, a principal, or any other member of the school, as it is the place where you will spend most of your days.[11]

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[11]https://kakdikta.blogspot.com/2019/03/contoh-analytical-exposition-text-tentang-lingkungan-sekolah.html (20 Oktober 2019)

F. Definition of Self-Regulated Strategy Development

Sandmel states 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.[12] It means students are explicitly and systematically taught strategies, self-regulation procedures and are provided with meaningful opportunities to support their development.

According to Steve Graham Self-Regulation Strategy Development (SRSD) is a strategy in the process of teaching and learning.[13] It means student learn strategy instruction with explicit instruction on self-regulation procedures, examines attitudes, and beliefs about writing, motivation, and self-efficacy. Self-regulated strategies help learners as they apply the processes within and across domains and regulate the learner's application and overall performance of a task.

Harris stated self-regulation strategy development is strategy to teach students powerful skills and strategies involved in the writing process, including planning, writing, revising and editing.[14] It means show that as students writing improves, self efficacy, attitudes towards writing undergo

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[12]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. 141. (Retrieved on from 19 Oktober 2019 www.library.nu)

[13] *Ibid*. p. 254.

[14] All Teacher New South Wales, *Writing and Spelling Strategies: Assisting students who have additional learning support needs* (NSW Departement of Education and Training, 2007), p.90.

positive change as well explicitly teach students strategies for accomplishing writing tasks as well as procedures for regulating these strategies.

Based on those definition, self-regulated strategy development can be defined as a self-generated thought, feelings and behaviour s for planning, drafting, and revising text that are oriented to attaining goals about writing. Those goals are being able to generate and organize ideas into coherent essays and composition (content), to provide reasonable and logic suporting evidences (content), to express their ideas in a chronological, well-organized and logic way in various type of essays (organization), and to use the appropriate grammatical rules, to use the appropriate vocabulary, and to use the appropriate mechanics in their essay. In conclusion, SRSD can be understood from the name, self regulation strategy development means teacher provides a strategy to students and then let them develop the strategy by using their own ways, it can be stated that it is an instructional strategy designed to improve a writer's strategic behavior, knowledge and motivation.

G. Stages of Self-Regulated Strategy Development

According to Graham And Harris organized SRSD into six instructional stages:

1. Develop background knowledge (Class)

   Teacher and students work together during stage one to develop background knowledge. Students think about what they know about the topic and add additional information.

2. Discuss it (Class)

   Students discuss what they have learned with one another with their teacher; they then discuss a specific writing strategy. The teacher introduces, describes and discusses strategies to be used in writing.

3. Modeling of the strategy (Teacher)

   Students observe the teacher modeling the strategy as well as cognitive self talk. The teacher models aloud how to use the specific writing strategy using self-instruction.

4. Memorization of the strategy (Student)

   Students memorize the steps of the strategy. Peer practice can be effective for supporting younger students who struggle to memorize.

5. Collaborative practice (Teacher & Class)

   Students begin to write using the strategy. Is the student struggling, the student and the teacher should collaboratively plan and write gradually shifting control to the student. Students are encouraged to move towards self instruction to monitor their progress. Self-regulation procedures are introduced.

6. Independent performance (student)

   Students should now be quite willing and able to plan their writing and use the strategy as well as instructions effectively and independently.[15]

   Besides that according to Sandmal the stage of self-regulated strategy development as:

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[15]Hanan Ahmed El-Sayyed Sanad, "Using Self-Regulated Development (SRSD) to Develop EFL Reading and Writing Skills". IOSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol. 19 No 5 (May 2014), p. 88.

1. Develop background knowledge. The first stage of the SRSD strategy was to establish skills the students would need prior to learning the strategy. Instruction began with activities focused on defining, identifying, and generating the basic parts of an essay.

2. Discussing. The teacher explained the significance of setting goals and including all the basic components of an essay in their writing.

3. Modelling. The teacher models the writing process, demonstrating for the students when and how to use the strategy for writing, while incorporating self-regulation strategies.

4. Memorizing. Students need to know and understand what is involved with each step in the process. This knowledge and understanding are crucial if students are to use the strategy successfully. Students recorded the self-instruction statements in their writing folder and generated examples of each step.

5. Supportting. The teacher supports the students as they apply the writing and self-regulation strategies during a guided writing task.

6. Write independently. 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.[16]

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[16]Sandmel, K. N., Brindle, M., Harris, K. R., Lane, K. L., Graham, S., Nackel, J., & Little, A. Making it work: "*Differentiating tier two self-regulated strategies development in writing in tandem with school wide positive behavioral support*". Teaching Exceptional Children, Vol. 42 No. 2 (2009), p. 22-33.

From the statements above, it can be constructed that the stage of Self-Regulated Strategy Development in Analytical Exposition Text. From the result above, the stage of self-regulated strategy development is to make the learners get the knowledge learn and independently apply powerful writing strategies that allow for the accomplishment of specific compositional tasks.

H. Advantages and Disadvantages of Self-Regulated Strategy Development

1. The Advantages of Self-Regulated Strategy Development

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

b. 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), it is crucial to use approaches that have been well validated. Teachers who approach strategy instruction without using a validated framework for instruction are unlikely to experience success.[17]

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[17] Robert Reid, Torri Ortiz Lienemann, Jessica L. Hagaman, *Strategy Instruction for Students with Learning Disabilities* (2nd ed) (New York: The Guilford Press, 2013), p.32.

2. The Disadvantages of Self-Regulated Strategy Development

a. The students with lower cognitive abilities or studentswith less developed language abilities might not benefits as much from the intervention without modifications.

b. The students may require the skill and strategies be further broken down into simpler steps, and it may take them longer to memorize and utilize them, depending more on cues from the instructor.[18]

I. Definition of POWER Strategy

POWER strategy is a writing strategy that stands for prepare, organize, write, edit, and rewrite.[19] It means that stage above is the process of writing from start until finish to help students in exploring their writing.

POWER strategy has sequence. Richards defines POWER strategy as mnemonic strategy that helps students to write by several stages; Prepare, Organize, Writing, Edit, Revise. It supported by Department of education and training.[20] It means that POWER writing strategy help students to organize their ideas by using a complete structure that students can understand more easily. Thus, POWER Strategy can help the student more easily to write.

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[18] Kristie Asaro-Saddler, "*Writing Instruction and Self-Regulation for Students with Autism Spectrum Disorders*". A systematic review of the literature, Vol. 36 No. 3 (2016), p. 275.

[19] All Teacher New South Wales, *Writing and Spelling Strategies: Assisting students who have additional learning support needs* (NSW Departement of Education and Training, 2007), p.95.

[20] Englert et.al, "Making Strategies and Self-Talk Visible: Writing Instruction in Regular and Special Education Classrooms". *American Educational Research Journal*, Vol 28, No 2 (1991), p. 345.

According to Fielding, POWER writing is a strategy that can give students power in writing by following the sequential stages; Prepare, Organize, Write, Edit and Rewrite in writing sentence, paragraph, text and essay.[21] It means that by using POWER strategy gives the students opportunity to organize the important ideas to make good essay.

Based on theories above the researcher concludes teaching this process is to provide explicit instruction to students on how to write, in this example, an effective factual paragraph, keeping in mind the characteristics of students with writing difficulties and the principles of effective instruction.

J. Steps of POWER strategy

According to Englert et.al, steps of POWER strategy:

1. Plan

   First start with a clear topic. Be sure you know exactly what you want to write about. At this stage, you need to gather all the information that you will need for your paper. Brainstorm and list all the ideas you know about this topic. Make a list of topics for which you need to get more information. Gather the information from different sources, such as the internet and the library. Take notes on notecards of all the information that you want to include in your paper. Write down as much information as possible so that you will not have to go back later and get more

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[21] Weweng Yuliana, "Teaching Writing By Combining POWER (Plan, Organize, Write, Edit, Revise) And T-Chart Strategy At Senior High School". (STKIP PGRI West Sumatera Padang, 2015).

information. Do not write complete sentences; just write phrases representing the ideas. Be sure to write complete references for all the information that you gathered so that they can be included in a bibliography later.

2. Organize.

Review notes of your ideas and your notecards. Organize these in an outline using the main ideas of your paper as the major headings. You can write each of these main ideas on large or different colored notecards. Arrange each of the notecards from the planning stage under each of the main idea cards. Arrange the notecards in order and number them. Go back and make an outline of major headings, subheadings, and details.

3. Write.

Use your outline and notecards as a guide for writing your paper. Write complete sentences for the phrases on the notecards. Do not pay attention to mistakes at this stage. Just make sure that you include all the ideas and that you state these clearly and in order.

4. Edit

Check all spelling, capitalization, punctuation, order of words, and grammar using the scope strategy. Check whether your ideas are well stated using the fast strategy. It may be helpful to read your paper aloud as a way of checking for errors.

5. Revise.

   Based on your editing using the scope and fast, revise your paper. Re-read it one last time before turning it in.[22]

   In addition, there are steps of POWER strategy:

1. Prepare

   Pick a topic. Use the think sheet to write down your ideas. Think about whether you need more information If so, find out more. Write the main idea.

2. Organize

   Cross out ideas you will not use. Group ideas that go together Number ideas in the order you want to write them.

3. Write

   Write the facts as sentences Use paragraph form

4. Edit

   Use the edit sheet and think about how your paragraph will sound to your partner. Edit with a partner.

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[22]Englert et al. "Making Strategies and Self-Talk Visible: Writing Instruction in Regular and Special Education Classrooms". *American Educational Research Journal*, Vol 28, No 2 (1991), p. 337.

5. Rewrite

    Write your final draft. Check your sentences, capitals, punctuation, and spelling.[23]

    From the statements above, the researcher constructed that the procedure of POWER strategy in writing:

1. Plan

    The plan think-sheet was designed to help students consider an array of strategies related to identifying their audience and purpose, retrieving relevant ideas from background knowledge, and developing a plan that subsumed groups of brainstormed ideas in categories.

2. Organize

    The organize think-sheet was designed to help students organize their ideas into text structure categories and use text structure (explanation or comparison/contrast) as a map in planning their papers. It used to help students organize their explanations. The organize think-sheet was intended to guide students in the use of text structures to organize and order their ideas in a prewriting phase.

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[23]All Teacher New South Wales, *Writing and Spelling Strategies: Assisting students who have additional learning support needs* (NSW Departement of Education and Training, 2007), p.95.

3. Write

   Students then wrote their first draft on the write think-sheet. During drafting, students were encouraged to reread their plans, translate their plans into text by fleshing out their ideas and adding key words, engage their reader through introductions and conclusions (e.g., use of questions, dialogue, personal examples), and consider strategies for introducing readers to text structure categories to provide "reader considerate" text.

4. Edit

   The fourth think-sheets, edit and editor, were parallel, guiding students through both self-editing (edit) and peer-editing (editor) activities. Both editing think-sheets prompted students to reflect on their own or their peers' papers in terms of content (e.g., placing stars next to the parts of the text they liked and question marks by the parts that might be confusing) and text organization (e.g., rating 19 the extent to which criterion text structure features were present), and guided them to make revision plans.

5. Revise

   The last step, Student evaluated their text alone and with a perusing a set evaluation question that included general criteria like clarify as well as criteria related to the specific text structure.

K. Conceptual Framework

Based on the previous theories, it can be concluded that in a teaching-learning, one of the way is English teachers should be able to choose the most appropriate technique which is suitable to increase the students' writing ability is always difficult to be mastered by students because it involves some language components such as vocabulary, grammar, spelling, and so on. Writing is one of four skills in mastering English, so it plays an important part in mastering English. As we know that writing is difficult enough to master, but if students practice in many times, they will be able to write well. Therefore, in order to easy students in learning writing, it is needed on effective use of strategy. One of the strategy that is considered to be effective to teach writing is Self-Regulated Strategy Development.

Self-Regulated Strategy Development is one way to improve the students' writing ability because self-regulation strategy development is strategy to teach students powerful skills and strategies involved in the writing process, including planning, writing, revising and editing. The teacher can use Self-Regulated Strategy Development in teaching English especially writing analytical exposition text. It makes students practice to express their ideas in a chronological, well-organized and logic way in various type of essays (organization), and to use the appropriate grammatical rules, to use the appropriate vocabulary, and to use the appropriate mechanics in their essay.

L. Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

Ha : There is an effectiveness of using self-regulated strategy development to improve students' ability in writing analytical exposition text at the eleventh grade of SMK N 5 Bandar Lampung in the academic year 2019/2020.

H_0 : There is no effectiveness of using self-regulated strategy development to improve students' ability in writing analytical exposition text at the eleventh grade of SMK N 5 Bandar Lampung in the academic year 2019/2020.

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