

The Effect of Self-Regulated Strategy Development on Students' Skill to Write Persuasive Text

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Abstract:

Writing is one of the four skills taught in the school which is used as communication in daily life. It is considered as a difficult subject by the eleventh grade of the senior high school students because of the limitation of the time provided and some aspects of language to be considered. Therefore, the purpose of this study was to find out whether or not there was a significant difference in students' writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not. By conducting a quasi-experimental investigation at senior high school level in South Sumatera, Indonesia, two classes consisting of thirty students in each class at SMA Negeri 1 Kandis were chosen as the samples by using purposive sampling method. To analyze the data, the t-test was used. The result findings showed that t-obtained (3.41) was higher than t-table (2.0017) at the significance level of p-value was lower than 0.05. It indicated that there was a significant difference in students' writing achievement of writing persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not. The students who were taught by using Self-Regulated Strategy Development had better improvement in their writing persuasive text because the students could write the persuasive text well

based on the Self-Regulated Strategy Development which applied POW (pick, organize, write) and TREE (topic, reasons, explanation, ending).

Keywords: *Self-Regulated Strategy Development, writing, persuasive text*

1. Introduction

Based on the Most Literate Nations in the World, published by Central Connecticut State University, March 2016 listed in the Ogan Komerling Ilir (OKI) daily newspaper in 2106, it was reported that the reading and writing level of Indonesian society is left behind. Indonesia is ranked 60th out of 61 countries. This indicates that the Indonesian people tend to be lazy or rarely to read. Due to the rarity of reading, of course, it makes someone does not have an idea to pour ideas or opinions into writing. In other words, someone can express his or her thoughts after he/she reads from many sources and explore it through writing.

Writing is an integral part of the learning process done by students during their studies at school. This is because writing is a language skill that is used to communicate indirectly. According to Gie (2002: 3), writing is a whole series of activities done by someone to expresses his or her thoughts (experiences, opinions, knowledge, desires, feelings, and so on) through written language so as to be read and understood by others. This thought is expressed and conveyed to others by writing because by writing someone uses written language which does not use sound and hearing equipment but using tangible signs and symbols to read. In addition, Subyantoro (2009: 223) also believes that writing is a productive and receptive language skills and writing activity requires creativity in the use of graphology, vocabulary, sentence structure, paragraph development by using narrative textbooks equipped with the media so that the teacher can look it. In other words, writing is a language skill which involves the science of writing, word choice, sentence arrangement so that it becomes a paragraph or discourse by using media provided by the teacher or not.

In relation to the importance of writing, Harris and Graham (2016: 78) also state that writing, like reading, is a foundational skill that can boost comprehension and achievement across all subject areas. Writing also allows us to gather, explore, refine, organize, extend, preserve, and transmit information and understandings; makes ideas available for consideration, evaluation and future discourse; and demonstrate our knowledge. Besides, Yagelski (2015, p. 21) adds that writing is a powerful way not only to describe but also to examine, to reflect on, and to understand our thoughts, feelings, opinions, ideas, action, and experience. In brief, writing is a basic skill used to improve comprehension in all subjects area and its activity is of reflection and comprehension of minds, desire, opinions, action, and experience in the written form.

One of the texts which is learned by the eleventh graders is persuasive text. According to Keraf (2007:118), the persuasive text is verbal art which has the purpose to convince someone to do something at the moment or in the next time.

Writing persuasive text is one of the basic competencies that are part of the standard of language competence in the XI graders High School at School-Based Curriculum (KTSP). The standard of competence expects students to be able to express information through the writing of persuasive text (Depdiknas, 2006). In short, the eleventh graders should study persuasive text used to ask the reader to do what the writer discussed in the text.

Writing is very important for students to encourage them to read and put their ideas into writing. However, students still have difficulty in writing. Many people have good ideas in mind as a result of observation, research, discussion, or reading. Besides, once the idea is reported in writing, the report is obscure, the style of the language used is monotonous, the choice of words imprecise and out of the target, and the lack of word and sentence variations. Moreover, based on observations at SMA Negeri 1 Kandis, it was found that students made mistakes in writing persuasive text even though writing activity is an activity that students often do every day. The common mistakes that the students make are less precise in using words, less skilled in making effective sentences, are less clear in conveying ideas, and are less skilled in crafting the cohesiveness and conformity of paragraphs. In conclusion, some students got difficulties in writing persuasive text.

Furthermore, Husna, et.al. (2013, p.1) state that writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English: reading, speaking, and listening but also because of the difference between the learners' native language rules and that of the language being learned. In addition, writing is a difficult skill for native speakers and non-native speakers because writers must be able write it in multiple issues, such as content, organization, purpose, audience, vocabularies, and mechanics including punctuation, spelling, and capitalization (Rass, 2015, p.49). In conclusion, writing is a thinking process and a transaction with words followed by a real act which requires practice to communicate and make contacts from the writer to the reader. In this writing activity, the writer should follows the rules of grammar, spelling, punctuation, and sentence structure.

In addition, in learning to write English, learning strategies used so far is still a one-way lecture method. Teachers generally only describe matters relating to the definition of persuasive text, rhetorical persuasive text, and for example, and rarely have students practice classroom writing. This is due to time constraints and the tendency of teachers to ignore writing skills so that students rarely write and have difficulty in writing persuasive text. To improve students' writing achievement in writing persuasive text, good teaching strategy is required. One strategy that can be used is using Self-Regulated Strategy Development. Self-Regulated Strategy Development is a writing strategy that has been researched and studied for over twenty years by Steve Graham and Karen Harris, as well as countless other researchers, is Self-Regulated Strategy Development. The strategy was created initially for students with learning disabilities by bringing together strategies for writing and self-regulation of the writing process (Harris, et al., 2008). Writing is a complex and demanding process with which many students have difficulty. Self-

Regulated Strategy Development was thus further developed to address concerns about students, with and without disabilities, who were having difficulty with writing (Harris, Graham, & Mason, 2002). In addition, Self-Regulated Strategy Development involves the explicit teaching of strategies so that students learn to facilitate completion of their writing tasks (Lienemann, et. al., 2006).

Moreover, Self-Regulated Strategy Development instruction has been used successfully in research to help students with disabilities become effective writers. Although it was originally designed for us with students with disabilities, Self-Regulated Strategy Development has also been to teach students without disabilities (Hariss, et.al., 2008). Self-Regulated Strategy Development provides students with strategies for planning, writing, revising, editing, and monitoring their writing (Delano, 2007; Lienemann et al., 2006; Saddler et al., 2004). Iqbal (2013) also explains that Self-Regulated Strategy Development could increase the students' ability in writing a narrative paragraph. In addition, Graham, et. al. (2007) state that teaching writing persuasive text through rhetorical steps using graphic organizers contained in Self-Regulated Strategy Development can help students organize information in a persuasive text. A strategy that can be used to apply Self-Regulated Strategy Development in writing persuasive text is to use the POW+TREE component. The POW+TREE strategy component can help students pour ideas into persuasive text writing. It could be concluded that Self-Regulated Strategy Development which used the components of POW+TREE could guide the students to write persuasive text well.

Furthermore, Harris and Graham (2016:77) argue that Self-Regulated Strategy Development is an instructional approach for teaching composing across grades and genres, including persuasive/opinion, informative/explanatory, and narrative/story writing. Based on the research conducted by Scrivani (2017), it was found that Self-Regulated Strategy Development instruction made students wrote longer and higher quality essays that included more essay parts. In brief, Self-Regulated Strategy Development was effective to be used to improve students' writing skill in persuasive text.

Based on the previous explanation, the researchers hoped that the result of this study was useful to get further information about the effect of Self-Regulated Strategy Development on students' skill to write persuasive text. Therefore, this study was designed to address the following question as follows, "Is there any significant difference in students' writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not?"

2. Literature Review

2.1 Writing

Hakim (2005: 15) argues that writing is an attempt to express what is seen, experienced, felt, and thought into written language. Writing is one of the language skills used in communication indirectly. Writing skills are learned through continuous learning and practice. In writing activities, the writer must be skilled in

using graphology, vocabulary, sentence structure, paragraph development, and language logic. A writer will not be able to skillfully write if only know one or two components of writing skills (Wagiran and Doyin 2005: 2). In addition, Akmal (2007: 5) states that writing is an activity to pour ideas or ideas in writing. Writing is one way to relieve feelings, as well as self-disclosure. It also requires perseverance, patience, and word-of-mouth skills so that what he or she writes is understandable to others.

According to Harris, et.al. (2007:30), there are some components of writing which is important in order to make a good paragraph. First, content; the substance of writing or ideas expressed. Second, form; the organization of the content. Third, grammar; the placement of grammatical and syntactic pattern. Forth, style; the choice of structural and lexical item to give particular tone of writing. Fifth, mechanics; the use of graphic conversion of the language. In short, the components of writing, such as content, form, grammar, style, and mechanics should be considered in writing the text.

In addition, Oshima and Hogue (2017:23) state that in constructing a good paragraph, the unity and coherence should be included in it. When a paragraph is unified, it is focused exclusively on one main idea. When it is coherent, information flows logically, and readers can easily follow the ideas. In brief, the students should considered unity and coherence in order to make good text.

2.2 The Purpose of Writing

According to Tarigan (1985:24), the purpose of writing there are seven, namely; (1) the purpose of assignment; writing something because it is assigned, not of its own accord, (2) altruistic purpose; writing to please the reader, avoiding the grief of the reader, to help the reader understand, appreciate his feelings and reasoning, to make the reader's life easier and more enjoyable with his work, (3) persuasive purpose; to convince the reader of the truth of the ideas expressed, (4) informational purpose; provide information or information to the reader, (5) the purpose of self-statement (self-express purpose); introduce or proclaim the author to the reader, (6) creative purpose; engaging himself with the desire to achieve artistic values and artistic values, and (7) problem solving purposes; explain, clarify and examine carefully the idea itself to be understood and accepted by the reader.

According to Keraf (1995:6), the general purpose of writing is influenced by the basic human needs, namely (1) the desire to inform others and obtain information from others about a thing, (2) the desire to convince someone of a truth about a thing, and further influences the attitudes and opinions of others, (3) the desire to describe or tell how the form or form of a thing or object, or to describe the taste of an object, thing or sound, (4) the desire to tell others about events - events or events that occur, whether experienced or heard from others.

According to Andreasen, et.al. (2015, p. 56), the writing process includes five stages. First, prewriting; activate prior knowledge; gather and organise ideas including brainstorming a list of ideas and researching/reading about a topic; decide upon the intended audience. In this stage, the writer plans what they are going to

write. Second, drafting; transfer of ideas to paper; focus on getting all thoughts down (the content) rather than on spelling, grammar, and mechanics. In this stage, the writer pours their ideas into sentences and paragraphs. Third, revising; refine and clarify the draft; focus on the meaning and further developing the writing piece. In this stage, the writer begins to edit their writing that may take place at the word, sentence, paragraph, or the whole of the text. They make changes that will improve their writing. Fourth, editing; proof reading the draft for misspelt words and grammatical and mechanical errors; focus on the mechanics (punctuations, sentence fragments, capitalization, and so on). In this stage, the writer finishes their editing by checking the errors in grammar, spelling, capitalization, and punctuation. Fifth, publishing; share a final product. In the last stage, the writer decides to present their writing to audiences. In short, students should follow the five stages, such as prewriting, drafting, revising, editing, and publishing so as to make a good writing composition.

2.3 Persuasive Text

Keraf (1995: 14) argues that persuasive text is a form of discourse which is a deviation from arguments affecting other people or readers, so that the reader or listener does something for the persuasion, even though the initiate is actually not very confident with what it says. Therefore, persuasion is more likely to use or exploit psychological aspects to influence others. A persuasive paragraph is used to get someone to do something. Persuasive paragraphs are usually found in advertisements, where they invite consumers to use, buy, or use the products or goods they offer.

2.4 Self-Regulated Strategy Development

Self-Regulated Strategy Development (SRSD) is a model that helps students to write well. Furthermore, Graham and Perin (2007: 16) state that Self Regulated Strategy Development (SRSD) is an effective model for teaching writing. By using Self Regulated Strategy Development (SRSD) students are taught how to create a framework, write, improve, and rewrite (Kidd, 2008: 2). Graham and Harris (in Kidd, 2008) revealed that this model also helps students to monitor their writing. The Self Regulated Strategy Development (SRSD) measures are as follows: 1) Develop and enable basic knowledge; students read persuasive text, to improve vocabulary, students ask what is your opinion?, to improve knowledge, students ask what are the parts of persuasive text?, and so on; 2) Discuss strategy; discuss the benefits of this strategy, how this strategy is used, and when it should be used; 3) Modeling strategy; give an example to the students what they should do; 4) Given strategy; make sure students remember the steps and strategies; 5) Support the strategy; put this strategy into practice; 6) Individual appearance; evaluate students' ability in performing the procedures of this strategy.

Furthermore, to help the students to improve their writing in persuasive text, one of the components of Self-Regulated Strategy Development that was POW + TREE can be applied. It is supported by Reid and Lienemann (2006:140) who say that the tool to make the opinion clearly in writing clearly is by using POW + TREE which

is a part of Self Regulated Strategy Development that gives power when write and helps to remember all the parts to make a good opinion essay. Besides, Phye (2005:230) explains that POW + TREE strategy help the students to increase their attention to the essential components of writing tasks. Using the graphic organizer for tree taught students focus on the essential components of the topic sentence, reason supporting the topic sentence, and good ending. Westwood (2008:75) also explains that POW + TREE strategy is the strategy to help students write opinion essays. POW + TREE consists of pick your topic or idea, organize, written, and then say ore, topic sentence, give reason, explain reason, and end with good concluding statements. In other words, students can write persuasive text by following the guidance of POW + TREE strategy which help students to define ideas in the form of opinions, organize their opinions into the TREE component, which is to create sentence topics that express opinions, rational arguments that support topics, develop supporting sentences to explain deeper topics or clear again, and make a summary statement.

The procedure of teaching persuasive text by using Self-Regulated Strategy Development using POW + TREE components are as follows. First, Pick the idea/topic; the students choose their idea/topic in making the text. Second, Organize the thoughts and make the notes; the students organize their thoughts and write the notes. Third, Write and then say more; the students write their notes and say more their notes. Forth, Topic sentence-state opinion; the students pay attention to the topic sentence and state their opinions. Fifth, give at least three Reasons to support their believe; the students write their reasons to support their believe. Sixth, Explain the reasons in more details; the students explain their reasons in more details to support their opinion. Seventh, End with a good concluding statement; the students make a paragraph to end the text with the good concluding statement (Harris, et.al., 2007:240).

According to Conderman, et. al. (2013:121), the procedure of teaching persuasive text by using POW + TREE components of Self-Regulated Strategy Development are as follows. 1) P – Pick an idea. The teacher sometimes provide a topic, but other times, students have a choice. Remind students to write about a topic they know and care about. 2) O – Organize notes. Have students use a graphic organizer to organize their thoughts before they write. The graphic organizer should include (a) T refers to Topic sentence. In one sentence, tell what you believe. (b) R refers to reasons. Include at least three convincing reasons. (c) E refers to Examples. Provide a specific example for each reasons. (d) E refers to ending. Conclude the paragraph and restate your opinion. 3) W – write and say more. Write the paragraph and then go back and more details or examples.

In conducting this research, both procedures written by Harris, et.al. (2007:240) and Conderman, et. al. (2013:121) in teaching persuasive text by using Self-Regulated Strategy Development, were adapted. Therefore, the learning steps of teaching writing persuasive text by using Self-Regulated Strategy Development are as listed below. First, students read persuasive texts in order to find relevant information/main ideas that support their writing. Second, students organize their

ideas using TREE (Topic, Reason, Explanation, and Ending); (a) Students formulate a rational Topic sentence in accordance with the basic idea found after reading the text, (b) Students write Reason or supporting sentences/supporting sentences that support/explain the topic of the sentence, (c) Students provide additional explanations to support/develop sentence topics, (d) Students write a conclusion/Ending of the paragraph. Third, students rewrite the essay based on the outline and in accordance with the rhetorical step of the persuasive text comprising the thesis (opening sentence that directs the topic of the sentence); Arguments (opinions/facts about the topic of the sentence), and reiteration (the conclusion of which the sentence contains an element influences the reader not to do so).

2.5 Relevant Study

Relevant research has been done by Wiyanti, et.al. (2013) entitled “The Effect of Using POW + TREE Strategy toward Students’ Writing Skill at Eleventh Grade Students of SMAN 4 Padang”. After conducting the research for eight meetings, it was found that the students who were taught by using POW + TREE strategy writing had improved their achievement in writing. The mean score of the experimental group (77.45) was higher than the mean score of the control group (74.83). It meant that POW + TREE strategy could give positive effect on students’ achievement in learning writing.

Bakri and Alsamadani (2015) also have done the relevant research entitled “Improving the Persuasive Essay Writing of Students of Arabic as a Foreign Language (AFL): Effects of Self-Regulated Strategy Development. They found that Self-Regulated Strategy Development (SRSD) are found effective on writing persuasive essay for AFL students in general, also that most predictable skills to be improved are respectively: paragraph writing, creating ideas, organization, clarity of position, and sentence structure and vocabulary.

2.6. Hypotheses

The hypotheses of the study were as follows.

- H₀ : There was a significant difference in students’ writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not.
- H₁ : There was a significant difference in students’ writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not.

3. Research Methodology

This study used a quasi-experimental design with nonequivalent control group design. The students in the experimental group were taught writing persuasive text by using Self-Regulated Strategy Development while the control group did not give treatment.

The subjects of this study were the eleventh-grade students of SMA Negeri 1 Kandis, Ogan Ilir South Sumatera. Since there were four classes of the eleventh

grade, purposive sampling method was used to select the sample. The samples of this study were the class which had the same criteria in terms of a total number of the students and the same English average score. To determine the experimental and control groups, the dice was used. The class which got even number after shaking the dice was the experimental group and the class which got odd number after shaking the dice was the control group. As a result, class XI IPA 1 consisting of 30 students was selected as the experimental group and class XI IPA 2 consisting of 30 students was selected as the control group.

This study applied written test in the form of the essay. There were five topics provided in the test in which the students wrote the essay based on the topic chosen. The written test was used to evaluate the students' idea in writing persuasive text.

To score the students' compositions, two raters which had the same criteria, such as have taught English for more than five years and had Magister Degree qualification were judged it based on an analytic scoring rubric. The rubric contained content (30%), organization (20%), grammar (20%), vocabulary (15%), and mechanics (15%) which was adapted from Brown (2007).

The data needed were obtained by asking the students to do writing test which was administered before and after the treatment procedure. Then, the two raters were involved to score the students' persuasive text. The students' score examined by the two raters were estimated by using Pearson Product Moment. Finally, coefficient alpha was used to estimate the internal consistency of the final scores.

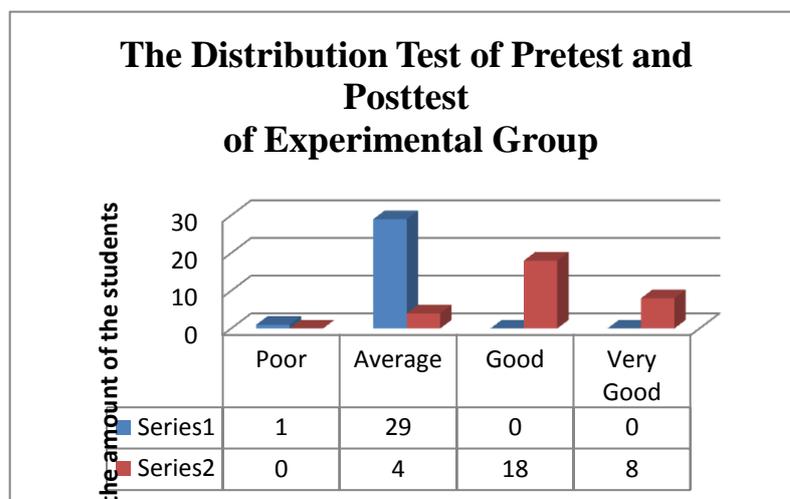
At the first time, the data were found its normality and homogeneity. After the data had been considered normal and homogeneous, then the data were analyzed by using t-test consisting of paired sample t-test and independent sample t-test. To analyze the data within the groups, paired sample t-test was used. To find out whether or not there was a significant difference between the groups (experimental and control groups), independent sample t-test was used. Finally, the data were calculated by using Statistical Package for Social Science (SPSS) version 20.

4. Findings

Before analyzing the data, the reliability of the test was calculated. Based on the calculation by using Pearson Product Moment, it was found that the reliability coefficient was 0.940 which indicated a high level of consistency between first and second raters. Based on the calculation by using Cronbach Alpha, it was found that the reliability coefficient was 0.969 which indicated a high level of the internal consistency of the final scores based upon two raters per essay.

4.1. The Data of Pretest and Posttest of Experimental Group

Based on the pretest results obtained from the experimental group, it was found that the highest score was 5.00, the lowest score was 2.50, the mean score was 3.35, and standard deviation was 0.59. Meanwhile, in the posttest, it was found that the highest score was 8.75, the lowest score was 3.19, the mean score was 6.74, and standard deviation was 1.33.

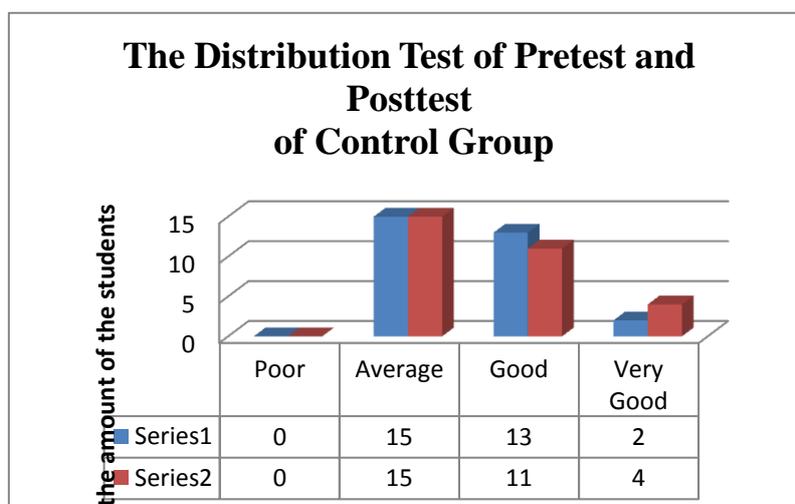


Graph 1. Students' Pretest and Posttest Score Distribution in the Experimental Group

The students' score distribution in Graph 1 shows that on the pretest of experimental group, no students were in very good and good categories, twenty nine students were in the average category, and one student was in poor category. The distribution score of the students' scores in the posttest which was shown in Graph 1 had increased. In the posttest, there was a change in some categories. There were eight students in average category moved to very good category, eighteen students in average category moved to good category, and four students were still in average category.

4.2. The Data of Pretest and Posttest in the Control Group

Based on pretest results obtained from the control class, it was found that the highest score was 8.25, the lowest score was 2.69, the mean score was 5.31, and standard deviation was 1.55. Meanwhile, in the posttest, it was found that the highest score was 8.75, the lowest score was 2.94, the mean score was 5.35, and standard deviation was 1.78.



Graph 2. Students' Pretest and Posttest Score Distribution in the Control Group

The students' score distribution in Graph 2 shows that on the pretest of control group, two students were in very good category, thirteen students were in good category, fifteen students were in average category, and no students were in poor category. While in posttest of the control group, the students' score distribution did not improve significantly. It was found that four students were in very good category, eleven students were in good category, fifteen students were in average category, and no students were in poor category.

4.3. Normality

Data on the test of this distribution normality were obtained from pretest and posttest results in the experimental group and in the control group. The data were normally distributed if the value of significance count is greater than the significance level value $\alpha = 0.05$. Normality test results for each research variable are presented as follows.

Table 1. The Result of Normality

Variabel	p	Explanation
Pretest experiment	0.075	$p > 0.05 = \text{Normal}$
Posttest experiment	0.075	$p > 0.05 = \text{Normal}$
Pretest control	0.500	$p > 0.05 = \text{Normal}$
Posttest control	0.074	$p > 0.05 = \text{Normal}$

From Table 1, it can be seen that the test results of normality of research variables both the pretest and posttest variables in the experimental and control groups had a significance value greater than 0.05 ($p > 0.05$). The ability to write persuasive text when the pretest and posttest in the experimental group were above the significance level (0.05), at the 0.075 and 0.075 levels. The result of normality test of writing persuasive text when pretest and posttest in the control group were above 0.05, that is at level 0.500 and 0.074. It could be concluded that all the pretest and posttest variables of the experimental and control groups were normally distributed.

4.4. Homogeneity

After calculating the homogeneity of the data, it was found that the significance of the students' writing test was 0.069. The significance level used is $\alpha = 0.05$ with the test criteria: If the value of significance was greater than $\alpha = 0.05$, the data were homogeneous. Thus, the student's scoring data were homogeneous.

4.5. The Result of Pretest and Posttest of Experimental Group

The experimental group was a group of students who learned writing by using Self-Regulated Strategy Development using POW + TREE components. The experimental group in this study consisted of 30 students. The following table shows the comparison of the results of the calculation between the pretest and posttest score of the experimental group.

Table 2. The Result of Pretest and Posttest in the Experimental Group

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 PostesEksp - PretesEksp	3.38933	1.28230	.23412	2.91051	3.86815	14.477	29	.000	

Based on Table 2, the significance was at 0.000. This indicated that there was a significant increase in both data. In addition, it was clear that there was an increasing score between pretest and posttest writing a persuasive text of experimental group. The average score of students when pretest was 3.35, while the posttest was 6.74. This shows the difference between pretest and posttest was 3.38. Besides, t-obtained (14.47) was higher than t-table at the significance level of $p < 0.05$.

4.6. The Result of Pretest and Posttest of Control Group

The control group was a group of students who were not treated. The control group in this study consisted of 30 students. The comparison of calculation result between pretest and posttest score of control group can be seen in the following table.

Table 3. The Result of Pretest and Posttest in the Control Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest control – pretestcontrol	.04000	1.56478	.28569	-.54430	.62430	.140	29	.890

Based on the above table, the significance was at 0.890. This indicated that there was no significant increase in both data. In addition, it was clear that there was no increase in scores between pretest and posttest writing essay writing of control group. The average score of students when pretest was 5.31, whereas in posttest was 5.35. The difference between pretest and posttest was 0.04. Besides, t-obtained (0.14) was lower than t-table at the significance level of $p > 0.05$.

4.7. The Difference of Posttests in the Experimental and Control Groups

After testing the results of persuasive text writing scores in both classes, the results of both classes increased from pretest to posttest. The increase of experiment group was 3.38, while control group was 0.04. To know which group had the most significant increase, independent sample t-test was used. Based on the above data, there was a comparison of mean grade of experimental groups and control group was $6.74: 5.35 = 1.38$.

Table 4. The Result of Posttest in the Experimental and Control Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posts	Equal variances assumed	3.445	.069	3.411	58	.001	1.38767	.40681	.57335	2.20198

Table 4 shows that the experimental group average score was higher than the control group, t-obtained was 3.41 with significance (2-tailed) of 0.001. This shows that t-obtained (3.41) was higher than t-table (2.0017) with degree of freedom was 58 (df = 58). Taking into account the test criteria, probability <0.05, it could be concluded that Ho was rejected, while Ha was accepted. In other words, there was a significant difference in students' writing achievement of persuasive text between the students who were taught by using Self Regulated Strategy Development and that of those who were not.

5. Discussion

Writing has been considered the difficult subject by most Indonesian students. Therefore, there was much research of writing conducted at every level. In this study, the researcher used Self-Regulated Strategy Development to improve students' writing achievement of persuasive text. This study was conducted to verify the theory whether or not there was a significant difference in writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not. The result of this study showed that the students who were taught by using Self Regulated Strategy Development had better improvement that of those who were not. It was happened because the students could write the persuasive text well based on the Self-Regulated Strategy Development which applied POW (pick, organize, write) and TREE (topic, reasons, explanation, ending). The students picked the idea, organized the idea into four stages (formulated the topic sentence based on the main idea they got after reading the text, wrote the reasons to support the topic sentence, and explained more detail, and wrote the conclusion), and rewrote again based on the outline in order to make a good persuasive text. The result of this study was relevant with the research conducted by Bakry and Alsamadani in 2015 in which the result of their study showed that Self-Regulated Strategy Development were effective on writing persuasive essay for Arabic as a Foreign Language students in general and could improve students' writing persuasive text in terms of paragraph writing, creating ideas, organization, clarity of position, and sentence structure and vocabulary. In addition, Wiyanti, et. al. (2013) describe that the students who were taught by using POW + TREE strategy had better improvement on students' writing skill, especially writing narrative and hortatory exposition.

Moreover, by using Self-Regulated Strategy Development, the teacher could use it as a model that could be used in teaching writing that could make the students write persuasive text, monitor their writing, check and recheck again their writing after finishing it. As a result, the students could rewrite again the essay in a good way before submitting it to the teacher. The result was in line with Scrivani (2017) in which the result of her study showed that Self-Regulated Strategy Development made students with disabilities wrote longer, higher quality essays that included more essay parts, especially in writing persuasive essay.

However, there was no increase in scores between pretest and posttest writing essay writing of control group. It was happened because most of the students were taught by using lecturing which made them lazy to write and were less enthusiastic in writing subject.

To reach the teaching objectives of writing, the teacher must prepare and implement the appropriate teaching techniques (Irawati, 2015; Zuhri Dj & Sukarnianti, 2015; Qomariyah & Permana, 2016; Noor, 2016; Setyowati, 2016; Omar and Ghazali, 2016); Nurhayati, 2016) and some interactive media can be used, such as video (Nova, 2017).

To produce a good writing, the teacher should ask the students explore their ideas, pour down our thoughts on paper or on the computer, organize our writing, writing the first draft, revise the draft, and produce the final copy. The most importance is never stop only in one step of writing (Ariyanti, 2016).

6. Conclusions

From the results of data analysis, it could be concluded that there was a significant difference in students' writing achievement of persuasive text between the students who were taught by using Self-Regulated Strategy Development and that of those who were not. This could be seen from the increase of posttest value of students compared with students' pretest value in the experimental class. It meant that Self-regulated Strategy Development could improve the students' writing achievement especially in writing persuasive text using the POW + TREE component. The component of POW + TREE guided the students' step by step to write persuasive text so that the students' composition of persuasive text had good content, good grammar, good vocabulary, and good mechanics. Besides, Self-Regulated Strategy Development asked students to use self-regulation procedures, self-monitoring, self-instruction, and self-reinforcement to manage the students' writing through the component of POW + TREE.

Based on the results of this study, researchers suggest that English teachers should seek out and provide innovative steps to implement a persuasive writing strategy, English teachers can apply Self-Regulated Strategy Development (SRSD) in persuasive writing lessons, and other researchers may conduct similar research with variables, different samples and larger number of samples, and the teaching is given over a long period of time so that it can be seen more clearly the desired effect.

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