CHAPTER I
INTRODUCTION

A. The Background of the Study

Writing as one of the four skills has always formed parts of the syllabus in teaching English, where mastering the ability to write effectively is seen as a key objective for learners (Harmer, 2004: 31).

In Indonesia, writing English is considered as the most important part to be learned by the students in school. As stated in National Educational Curriculum that students of Senior High School are expected to know and understand the basic types of writing, as well as to be able to write on some types of texts with their essential components and structures. It is intended to fulfill a level of satisfactory when it comes to educational learning of a language. Thus, it is an obligatory that students need to maintain at least a decent level of graphic skill which is another way to address writing skills.

To help students in outlining their writing product, they are taught about the types of text. There are different types of writing. One way to categorize writing is by the genre. Genre divides texts into description, narrative, procedure, argumentation, and many more. More specified objective is required in order to have a greater chance in dealing with the problems in students' writing. Thus, in this particular research the writer will focus in one genre that the genre of narrative. Narrative which has the

purpose to entertain the readers is the significant media to students' reflective and critical skills. Wolf (1994) believes that narrative is not only a set of lovely stories to be read, but also a foundation for analysis, reflection, and criticism, which can be used to be a resource for children's original writing. Moreover, narrative text is not only learned in Junior High School or Senior High School, but also learned in University level and in real job field. Therefore, the writer believes that it will be important for narrative genre to be observed. Besides that, the genre will be expected to practically amuse the students within the learning teaching process. Another agenda which is expected to be fulfilled is that learning narrative text at school can be an alternative way to raise the students' awareness of classical and local stories that now become forgotten.

Writing is an essential skill to be mastered by the students, but in reality writing still becomes a problem to almost all of students at any level of education. Graham & Harris (2003) assert that writing is assumed as the most difficult skill to be mastered since there are many students who still struggle with writing. There are many reasons why students have problems in writing. One of the most obvious reasons is simply that they've never been taught how to write (Harris, Graham, Mason & Friedlander, 2008). As writer observed when she was doing her observation in Senior High School, SMA Negeri 21 Medan, she found that students in their English class especially when they were studying writing, they were not taught by their English teacher how to write any types of English text. They were only given

the explanation of every type of texts they were studying at that time, its generic structures and its language features. Moreover, students were only provided by some questions based on the text, even in the form of multiple choice tests when their writing skill would be assessed. Hence, they never once could understand how to write because there were no any instructions and strategies modeled by the teacher to help the students accomplished their writing. There seems to be a tendency of deviation in teaching writing in the classroom, where assessing writing ought to make them write, instead, make them read particular passages and answer some questions based on the passages provided, as well as choosing the best correct answer of multiple choices test.

Another reason for problems of writing is that writing is presumed as tough. Even some of the most accomplished writers find writing to be a difficult and demanding task to do (Harris, Graham, Mason & Friedlander, 2008). Likewise, Satangelo, Harris & Graham (2008) also indicate that "writing is one of the most powerful forms of communication. However, even expert writers frequently lament how difficult it to effectively plan, compose, evaluate, and revise their compositions". What makes the skilled writers lament was also felt by the students in SMA Negeri 21 Medan when they were asked to write a certain text. The students directly complained and declared that writing is difficult. Therefore, students were usually less enthusiastic about an upcoming test when the task required them to write or to compose an essay instead of the most preferable multiple choice test.

Based on the writers observation and interview which conducted in SMA Negeri 21 Medan, there were found that the students were still struggling in writing. They were confused of what to write and how to start with their writing. They could not pick their ideas. The students found it difficult to organize a good text and write it by using their own words. In addition, for a certain types of writing such as narrative, the writer found that many students still often wrote incomplete stories and did not know how to arrange the good sentence with the correct grammatical pattern as well as the generic structures of narrative itself. They also had limited number of vocabularies; limited pattern of sentences; had low of motivation; and less of confidence in writing. The students could not be independent when they were asked to write a narrative text.

These problems were usually occurred in SMA Negeri 21 Medan, especially to X Grade students. This statement can be proven by seeing two last semesters' score of English subject of the students in SMA Negeri 21 Medan as follows:

Table 1.1 Students' English Score of Grade X in SMA Negeri 21 Medan

Semester	Score	Students	Percentage	Mean
1st Semester 2013/2014	<70	21	64%	69
	≥70	12	46%	
2nd Semester 2013/2014	<70	23	70%	69
	≥70	10	30%	

Based on the writer's observation at SMA Negeri 21 Medan, the Minimum Competence Criteria (Kriteria Ketuntasan Minimum) is 70. The data was taken from students' score in mid semester examination of one Grade X class, namely X-4 class in academic year 2013/2014. There were 33 students in a class. From 33 students, there were only 14 students (64%) who got score above the Minimum Competence Criteria, at the first semester, and 18 students (46%) who got score under Minimum Competence Criteria. While in the second semester the score was even worst that there were only 10 students (30%) who got score above the Minimum Competence Criteria, and 23 students (70%) who got score under Minimum Competence Criteria. The mean of students' score in first semester and the second semester were both 69, where this mean of score shows that it is still below of the Minimum Competence Criteria. It means that students' English achievement at the school is still being categorized as low; and it is also needed to be improved.

Regarding to the problem discussed previously, the way of teaching in the classroom needs to be improved. The use of strategy, model, method, technique, or even approach in teaching writing is needed to perform in the classroom in order to improve students' achievement, especially students' achievement in writing narrative text. To overcome the problem occurred, the writer acclaimed to use the Self-Regulated Strategy Development (SRSD) Approach.

Self-Regulated Strategy Development (SRSD), as an approach which is appropriate for the students who struggle with the process of writing, helping them to

learn explicitly the same of planning, drafting, and revising strategies that are commonly used by the skilled writers in writing. SRSD approach also helps the students develop their relevant cognitive and self-regulation skills. In this case, SRSD for writing encourages them to accomplish writing tasks through explicit instruction and simplifying the process of composing narrative while integrating self-regulatory of practices of goal setting, self-instruction, self-assessment, self-evaluation, and self-reinforcement (Regan & Mastropieri, 2009).

According to Graham and Harris (2005), Self-Regulated Strategy Development (SRSD) approach includes six instructional stages that allow the students to learn and apply writing strategy. These six stages are: (1) Develop background knowledge; (2) Discuss it; (3) Model it; (4) Memorize it; (5) Support it; and (6) Independent Performance.

In the implementation of SRSD in the classroom, the students firstly discuss together with their friends and the teacher how to write a good narrative text successfully. And then, the students are introduced a mnemonic acronym (e.g. POW + WWW, What = 2, How = 2) and mnemonic chart which contains the strategy steps for writing a story or narrative text which will make them easier in organizing their ideas when they write a story later. Next, the students will watch the teacher models writing and self-regulation strategy in front of the classroom by using "a think aloud" technique. This activity will make the students understand and feel clear of how to

write a narrative text. It means that the teacher really teaches the students how to write, even provides them by a strategy used to help them write a better narrative text.

After teacher has modeled the strategy, the students ought to memorize the steps in strategy modeled by the teacher. This memorization can be helped by using prompt card with the steps listed and making game while memorizing will make the students become enthusiastic involving in the teaching learning process.

Then the students will be asked to practice writing a narrative text with their small group by applying the strategy. Teacher provides scaffolding, gives feedback, and supports them in this stage while they are writing until they become familiar with the strategy and get the benefit of using this strategy. This part will solve the problem of students' low motivation indeed.

And the last, students will be able to use both the writing strategy and self-instruction techniques to write a narrative text independently without any help of the strategy listed on the prompt card and no support from the teacher either. This final goal of SRSD will answer all of the problems found to the students in SMA Negeri 21 Medan obviously.

Thus, it can be concluded that SRSD is not a strategy; rather, it is a model for teaching strategies. It isn't a "flash in the pan" strategy. It has been thoroughly researched and its effectiveness validated. In fact, more than 25 years of research and more than 30 studies have demonstrated that SRSD is effective (Harris et al, 2008).

Number of studies showed that Self-Regulated Strategy Development approach in writing has become an effective approach applied by the researchers in some countries. Chalk, Hagan-Burke & D.Burke (2005) had experimented SRSD on the writing process for high school students in Gwinnett County School District, Georgia. Their study resulted that SRSD approach to writing indicated students benefited that help them develop strategies for brainstorming, semantic webbing, setting goals and revising. Bruce Saddler from State University of New York, Albany, had also studied how supplemental writing instruction in strategic planning affects the story writing ability of young writers with learning disabilities and poor writing skills. He found that SRSD instruction in planning can improve the ability of struggling writers with LD to write stories that are longer, more complete in terms of story elements, and of higher overall quality (Saddler, 2006). In addition, Lane, Harris, Graham, Weisenbach, Brindle & Morphy found also the effect of Self-Regulated Strategy Development on the writing performance of second-grade students with behavioral and writing difficulties that improved substantially in story completeness (elements), length, and story quality (Lane, Harris, Graham, Weisenbach, Brindle & Morphy, 2008). And this research is also expected to be successful as the previous research to significantly provide an integrated and enjoyable activity to the students in their writing process.

For the consideration that SRSD approach will be effective to improve the students' achievement in writing, the writer will try to investigate the effect of

applying Self-Regulated Strategy Development approach in teaching narrative writing to the students in one of Senior High School in Medan.

B. The Problem of the Study

Based on the background of the study, the problem of the study was formulated in the form of question as follows:

"Does self-regulated strategy development (SRSD) approach significantly affect students' achievement in writing narrative text?"

C. The Objective of the Study

The objective of the study was to find out whether Self-Regulated Strategy Development (SRSD) approach affects students' achievement in writing narrative text.

D. The Scope of the Study

There were many genres of writing. They were narrative, descriptive, recount, persuasive, procedure, anecdote, expository, and many others. This study was basically limited to writing narrative text. This study focused on identifying the effect of Self-Regulated Strategy Development (SRSD) Approach on students' achievement in writing narrative text.

E. The Significance of the Study

This study was expected to be useful both theoretically and practically. Theoretically, the result of the study was expected to be useful for the readers to enrich their horizon in theory of English learning and become an input in English teaching learning process, especially in teaching writing narrative text, and for the researchers for their further study.

Practically, the result of the study was expected to be useful for:

1. English Teachers

   This study becomes an alternative teaching resource to be applied in teaching narrative text in order to improve their competence in teaching.

2. English Learners

   This study guides students to write systematically by following every stages of the Self-Regulated Strategy Development and motivates them to be a better writer.

3. English Teacher Candidates

   This study provides additional information for their future teaching in the classroom and contributes a real systematic strategy and instruction in writing to help them accomplish their writing task and to other those who are interested in writing, and this study also encourages English teacher candidates investigate other stages of the writing process.