

Improvement of Learning Achievement in Writing Course: the Self-Regulated Learning Model vs. the Direct Learning Model

La Ode Nggawu, Hartati Muchtar, Khaerudin

Abstract: *One language skill that is considered a difficult skill is writing skill. The right learning model is needed to improve the writing skill in learning English. This paper has conducted research on the effect of The Self-Regulated Learning model and The Direct learning model. Our objective of the study is investigation of effect self-regulated learning model and direct learning model in improvement learning achievement. This research was held out for students of English Education Department, Halu Oleo University, who taken courses of Writing II at the odd semester, 2017/2018. Furthermore, the study used an experimental method as the research method. Meanwhile, the sampling technique is the random sampling technique. The results showed that the learning achievement of English for course of Writing using the self-regulated learning model were far better than using the direct learning model.*

Index Terms: *Self-Regulated Learning Method; Direct Learning Method; Learning Achievement; Writing Course*

I. INTRODUCTION

One of the important parts of the curriculum discussion is the learning model. The learning model is considered as something important because it has a very close relationship with the achievement of learning objectives or the learning outcomes. The learning model is closely related to approaches, methods, techniques, or the strategies used in the teaching-learning process. Learning English at various levels requires the right learning model because there are four different competencies to understand the English language, as follows; (1) writing competence, (2) speaking competence, (3) listening competence, and (4) reading competence. Therefore, the vision of a competency-based curriculum requires something that are very suitable and appropriate to be applied at each level of education.

Learning of English requires some strategies which are appropriate and effective. A teacher should be known and also understand some various strategies in learning of English, this is very important to develop a various teaching skill and also develop some learner abilities (Georgescu, 2012). With applying the various strategies, the objective of English learning can be achieved. As known, the objective of

English learning is to develop English language skills, such as; speaking and writing skills. In the other hand, applying the various strategies could be improvement of English competence. It is meaning the four English competence, such as; writing, speaking, listening, and reading.

The facts have shown that most students thought that writing course was very difficult in English language and the learning process was very boring finally (Susanti, 2001). The difficulties can be found in various circumstances; the firstly, when students transfer ideas from Indonesia language to English. The secondly, students cannot determine the word meaning or phrase when reading a paragraph. Besides that, there are a traditional learning process or a perspective traditional from teacher that emphasizes that the writing process is not a part of the assessment process (Syamsi, 2003). Furthermore, learning of Writing in English has its own challenges and problems, especially for students who place English as a foreign language (Flowerdew, 1999). Technically, the grammatical aspect becomes a very serious problem in Writing course, especially in matters that greatly influence the meaning and quality of writing academically (Halliday, 1989).

Based on the results of preliminary observations have made on some students of English Education Department who have programmed the Writing II course, information was obtained that only 10% of students obtained an A score, 20% of students obtained a B score, around 35% obtained a C score and the other students obtained D and E. values. Basically, many things have been done by a lecturer to overcome difficulties in Writing II on students of English Education Department, Halu Oleo University, but these efforts did not provide maximum results. Given the complexity of the problem, a lecturer must be worked effectively and be able to develop student writing skills and also use various learning models to improve their writing skills. One kinds of learning model that is expected to be the right model and suitable to meet these demands is the Self-Regulated Learning model (Powers, 2016).

For the thirty year ago, Self-Regulated Learning model is one of the important learning models for the basic practice of education (Zimmerman, 2000). The Self-Regulated Learning is a learning model that can help students to discover and understand difficult concepts. The model is supposed as a meaningful learning model that comes from active learning and

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Improvement of Learning Achievement in Writing Course: The Self-Regulated Learning Model vs. The Direct Learning Model

participation of student in the learning (Powers, 2016). Applying the learning model is expected to eliminate boredom in learning, so that students can continue to study anywhere and anytime. Besides that, learning will be their needing and becoming a very interesting activity. Furthermore, the model can help students to regulate themselves, their thoughts, behavior, and also emotions so as to successfully drive their learning experience (Zumbrunn, 2011).

Based on the previous explanation, the objective of this study is investigation of effect Self-Regulated learning model to improve learning achievement. Besides that, we would like compare the learning achievement on treatment of Self-Regulated Learning and Direct Learning Model. In our study, we will focus on course of Writing II in students of English Education Department, Halu Oleo University. Our hope is that using this model can improve the writing skills of each students.

This paper composes five section, Section 2, we will consider research method, the section will introduction about technique of (1) research subject and sample collection, (2) data collecting, and (3) data analysis. Besides that, this section will show the assessment indicators which is developed by Oshima and Hogue (Oshima and Hogue, 1997). In section 3, the results and discussion will be shown. In the other hand, some results of previous study will be raised to support our results. Finally, section 5 is closed by main conclusion and the possible future works as the extension this research.

II. RESEARCH METHOD

Generally, this study uses an experimental method as research method. This study consisted of one dependent variable namely the learning achievement for course of Writing II and also one independent variable namely learning model.

A. Research Subject and Sample Collection

In this study, the population used is all students enrolled as students in the English Education Department, Faculty of Education and Teacher Training, Halu Oleo University, who take a course of Writing II in the odd semester of the 2017/2018 academic years. Here, students who taken this course consist of two parallel classes which totaling 30 students and the other is 32 students. Meanwhile, for sampling collection technique carried out by simple random sampling which the classes were drawn to determine the experimental class and the control class using alphabet symbols A and B. The first alphabet symbol that comes out is B expressed as the experimental class and the second letter A as the control class. In this study, both of classes group, the experimental class and the control class, have the intelligence level similarly, getting the same learning facilities and getting lessons through lectures with the same abilities.

B. Research Design

Our research give treatment on experiment class using

Self-Regulated Learning models and control class using Direct Learning model. Here our treatment consists of three steps which could be illustrated by Table 1;

Table 1. A general of research design in our study

No	Stages	Kinds of Activity
1.	The Preparation Step	<ul style="list-style-type: none"> • Syllabus preparation of Writing II. Here, our syllabus is based on Self-Regulated Learning Model and Direct Learning Model and also the syllabus is set up on 8 meetings. • Research instrument preparation to measure the learning achievement.
2.	The Action Step	<ul style="list-style-type: none"> • Discussions with the responsible lecturer of the courses to equalize perceptions related to the treatment process in research • Giving a treatment to both of groups, experiment and class control, to measure the learning achievement. The activities is carried out separately. In addition to, both of groups are taught at the same time.
3.	The Finally Action Step	<ul style="list-style-type: none"> • Learning achievement test in all students who have been taught Writing through the Self-Regulated Learning model and the Direct Learning model. • Data analysis using the SPSS software

C. Data Collecting

In the study, the typical of data is based on one basic data type, namely achievement learning data of Writing ii. The data is obtained through the instrument of learning achievement which in the form of writing descriptive type. The used instrument was a writing test which consist of 150 – 250 words and show their memorable moments and experiences life, such as; a romantic moment, an interesting trip, a sad event, an embarrassing moment, or a frightening experience. Assessment of the learning achievement of Writing II uses indicators or rubric that proposed and developed by Oshima and Hogue (Oshima and Hogue, 1997), namely as follows Table 2.

Table 2. The assessment indicator proposed by Oshima and Hogue

Descriptors	Maximu m Score	Actual Score	Cognitive Domain
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Format -5 points		
There is a title	1	Understanding (C2)
The title is centered		
The first line is indented	1	Remembering (C1)
There are margins on both sides	1	Remembering (C1)
The paragraph is double-spaced	1	Remembering (C1)
Punctuation and Mechanics -5 points		
There a period after every sentence	1	Applying (C3)
Capital letters are used correctly	1	Applying (C3)
The spelling is correct	1	Applying (C3)
Comma are use correctly	2	Applying (C3)
Content -20 points		
The paragraph fits the assignment	5	Creating (C6)
The paragraph is interesting to read	5	Creating (C6)
The paragraph shows that the writer used care and though	10	Creating (C6)
Organization -35 points		
The paragraph begins with a topic sentence that has both a topic and a controlling idea.	10	Understanding (C2)
The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.	20	Analyzing (C4)
The paragraph ends with an appropriate concluding sentence	5	Understanding (C2)
Grammar and Sentences Structure – 35 points		
Estimate a grammar and sentence structure score	35	Evaluating (C5)

D. Data Analysis

Before tested, learning achievement instruments that will be used must be validated by several experts who are composed of some lectures of English Education Department, Halu Oleo University (UHO) and also English Education Department, Universitas Negeri Jakarta (UNJ). Here, the validated results will be tested to some students of English Education Department, Halu Oleo University, who have taken out the course of Writing II, the step is known as the empirical validation. The empirical validation is based on product moment correlation formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \quad (1)$$

where N, $\sum X$, and $\sum Y$ represent the number of respondents, the number of score each item and the total score, respectively. Here, we set the testing criteria; if $r_{hitung} > r_{table} \quad \alpha = 5\%$

in α , the question is valid. Based on the results of empirical validation shows that all item questions or indicators are valid.

In this study, the used analysis data consist of two stages as follows; the descriptive analysis and inferential analysis. Basically, both of them are different. The descriptive analysis has a main objective to analysis the research subject generally, such as; calculate the maximum value, minimum, range, mean, median, mode, and also standard deviation. Meanwhile, the inferential analysis has some objectives as follows; (1) the normality test, (2) the homogeneity test, (3) the statistical hypothesis testing.

III. RESULTS AND SUMMARY

In this section, we will show some research results in the form of the learning achievement description, the normality testing and the homogeneity testing, and also the result of hypothesis testing. In the other hand, we will compare our results with the previous study which is relevant. This is very important to reinforce the results of our research.

A. Learning Achievement Description

In this section, we will present a description of some research data, learning achievement of Writing II, which includes of maximum value, minimum value, mean, deviation standard, mode and also media on each class, the experiment class-using Self-Regulated Learning model and the control class-the direct learning model. Based on the results of the study using the two learning models, the data obtained varied greatly. The description data can be seen through the following description table (Table 3):

Table 3. The description data between Self-Regulated Learning model and Direct Learning model.

Kinds of	Classes	Total (Σ)
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Improvement of Learning Achievement in Writing Course: The Self-Regulated Learning Model vs. The Direct Learning Model

Description	Experiment (A1)	Control A2	
Number of subject (N)	30	32	62
Maximum	95.00	91.00	95.00
Minimum	59.00	59.00	59.00
Range	36.00	32.00	36.00
Mean	79.53	74.63	77.00
Deviation Standard	10.71	8.47	8.85
Mode	80.00	74.00	80.00
Median	80.00	74.00	76.50

Based on Table 2, the effectiveness of Self-Regulated Learning models is better than Direct Learning model in course of student of English Education Department, Halu Oleo University. This can be seen from the maximum value and the mean of learning achievement of the two models. In the experimental and the control class, the maximum values of them are 95.00 and 91.00, respectively. While the mean of learning achievement, the experimental class gives a result of 79.53 with a standard deviation of 10.71 and the control class of 74.63 with a standard deviation of 8.47. In the other hand, the other value that also give the impression that the class with using the Self-Regulated Learning model (experiment class) is better than the class with using the Direct Learning model (control class) is the value of Mode. Here, the mode of experiment class and control class are 80.00 and 74.00, respectively.

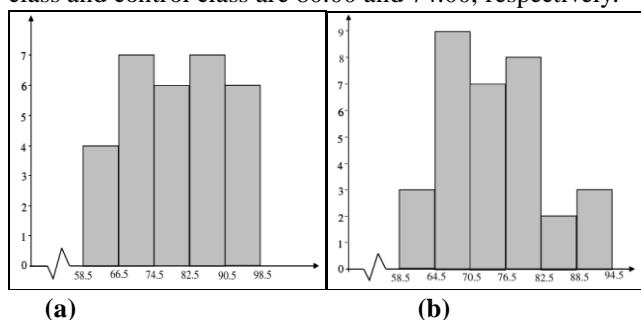


Fig 1. The comparison of learning achievement histogram in students of English Education Department; (a) the Self-Regulated Learning model and (b) the Direct Learning model.

B. Normality of Analysis

In this section, we will test of the normality. The normality test has objectives to find out that the research hypothesis is normal distribution or not. Generally, the normality test is the test that proposed by Liliefors (Liliefors, 1967), the test is said as the Kolmogorov-Smirnov and one of the most powerful hypothesis tests after Shapiro-Wilk test (Razali, 2011). Based on the data shown in Table 4, all groups of data, the group of Self-Regulated Learning model and Direct Learning model, are normally distributed. Those consist of the student learning achievements of English Education Department, Halu Oleo University.

Table 4. The data for the normality test

Group	Number of	L_{Count}	L_{Table}	Descriptions
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subjects				
Combination of data	62	0.097	0.112	Normal distribution
Experiment Class (A1)	30	0.125	0.161	Normal distribution
Control Class (A2)	32	0.093	0.156	Normal distribution

Since all groups of data come from populations that are normally distributed, the data is fulfilled to carry out the Hypothesis Test using the two-way Anova technique (Erdfelder, 1996).

C. Homogeneity of Analysis

Basically, this state has objectives to test whether the hypothesis test for both groups can use the two-way Anova technique or use a non-parametric statistical test, such as; The Mann Whitney test. Based on the results of the homogeneity test on learning achievement using the Self-Regulated Learning model (A1) and the Direct Learning model (A2) is obtained $F_{Count} = 1.600$ and $F_{Table} (0.05;29;31) = 1.85$. Here, since F_{Count} is bigger than F_{Table} or $F_{Count} < F_{Table}$, H_0 is accepted, This means mean that the data of A1 and A2 have the same variance or the data is homogeneous. Furthermore, the variation value of the students learning achievement of Writing II in English Education Department using two different models, the Self-Regulated Learning and the Direct Learning model, have similar learning achievements or homogeneous statistically.

D. Hypothesis Test

The hypothesis tested is related to the test of the difference in influence of independent variables, the Self-Regulated Learning model and the Direct Learning, and also the dependent variable or the students learning achievement. The hypotheses tested should be fulfilled the condition as follows:

$$H_0: \mu_{A1} \leq \mu_{A2}$$

$$H_1: \mu_{A1} > \mu_{A2}$$

The test criteria: H_0 is accepted, if $F_{Count} \leq F_{Table} (\alpha = 0.05; db1, db2)$ and H_0 is rejected, if $F_{Count} > F_{Table} (\alpha = 0.05; db1, db2)$ or in other words, H_1 is accepted.

Based on the results of calculations using the variance analysis two-way, analysis of two-way Anova show that F_{Count} for Factor A, $F_0(A)$ is 7.748 and $F_{Table} (0.05;1;58) = 4.001$. Since $F_{Count} = 7.748$ is bigger than $F_{Table} (0.05;1;58)$, H_0 is rejected and H_1 is accepted. Based on the condition, the authors have as a conclusion that there are differences in the students learning achievement of Writing II between experiment and control class. Empirically, we said that the results of the Self-Regulated Learning and the Direct Learning model were different.

If view form the mean vales of learning achievement of English Education students in Writing II between the classes which use the Self-Regulated Learning and the Direct Learning models is different.



The higher value is obtained through the Self-Regulated Learning model. Meanwhile, the Direct Learning model make a small contribution. To more clearly, let see table 4. From two results above, the hypothesis testing and the learning achievement average of English Education students, the authors concluded that learning process on English Education students, Halu Oleo University, is more suitable using the Self-Regulated Learning model is better than the Direct Learning model. In addition, based on the mean values, Table 3, it can be seen that the mean of students learning achievement of Writing II which is taught using the Self-Regulated Learning models are higher than the mean of students learning achievement of Writing II using the Direct Learning model.

Furthermore, to find out which learning model gives a greater influence on the students learning achievement of Writing II, it is necessary to proceed with the one-tailed test (Kimmel, 1957). The one-tailed test is estimated through FCount which is its formulas;

$$t_o(A) = \sqrt{F_o A} = 2.784$$

Since $t_0(A) = 2.784 > t_{Table} = t(0.05;58) = 1.67$, H_0 is rejected and H_1 is accepted. From the one-tailed test too, the authors can give a conclusion that the learning achievement of Writing II on English Education students who are taught by The Self-Regulated Learning are higher than the Direct Learning models. From the results of the two tests above, the hypothesis which have stated that the learning achievement of Writing II in English Education students who are given the Self-Regulated Learning are higher than students who are given the Direct Learning proven true. This was proven empirically on a significant level of $\alpha = 0.05$.

This finding is similar with the research which proposed by Said Alhadi (Alhadi, 2016). He said that the variable of Self-Regulated Learning model has given a significant effect or have contributed on improving of the students learning achievement. In addition, He had made a comparison test between Self-Regulated Learning and Direct Learning model. From his result, Self-Regulated is better than Direct Learning. In the other study (Gafur, 2014), application of the Self-Regulated Learning could improve a writing skill of English Education students. If viewed further, the model emphasizes student's independence in the learning process and the ability to regulated themselves, thoughts, habitual and also emotion (Nicol, 2006; and Pintrich, 1990).

From the finded above, it can be concluded that the Self-Regulated Learning model is very suitable for improving the learning achievements of Writing II for students of English Education Department, Faculty of Education and Teacher Training, Halu Oleo University. This is because the model was proven empirically and supported by existing theories or previous research.

IV. CONCLUSION AND FURTHER WORKS

Based on the results of the research presented in the previous section, there are several things that can be concluded, namely as follows;

1. Self-Regulated Learning model can improve a learning achievement significantly on students of

English Education Department, Halu Oleo University.

2. There is a significant difference in the student learning achievement between student which is using Self-Regulated Learning Model and Direct Learning model. In our study, the result show that the learning achievement on Writing II, the course of English Education Department, Halu Oleo University, using Self-Regulated Learning model is higher than Direct Learning model.

In the future time, we need to integrated the model in our classroom learning. Since there are several limitations in our research, we will investigation effect the Self Efficacy. Specifically, we will be classified those become two stages, such as; the higher of self-efficacy and the lower of self-efficacy. Both of them will be combined between Self-Regulated Learning and Direct Learning model.

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Improvement of Learning Achievement in Writing Course: The Self-Regulated Learning Model vs. The Direct Learning Model

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