



**EFFECTIVENESS OF USING SELF-REGULATED STRATEGY DEVELOPMENT TO
IMPROVE WRITING AN OPINION ESSAY IN ENGLISH**

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Abstract

Foreign language students have challenges during the writing tasks like planning and organizing, expressing their ideas, making spelling mistakes, and lacking Vocabulary and knowledge about writing and the structure of an essay. The study explores the effectiveness of teaching a self-regulated strategy development approach to improve writing an opinion essay for seventh-graders. During the survey, questionnaires, pre-essay, and post-essay were conducted with twenty participants. Our analysis demonstrated improvements in writing skills through teaching students POW and TREE strategies during stages of SRSD. The students can express their minds clearly, learn to use linking words in an essay, decrease spelling mistakes, and improve Vocabulary. Writing opinion essays became more accessible and exciting for students. We conclude that the SRSD approach can help achieve high-quality writing tasks according to the students' level.

Introduction

Writing is a process by which people express their opinions, feelings, and ideas. Writing is a skill that students do not naturally acquire (Widianingsih, 2019). To write well, they must go through a lengthy writing process. Writing essays is a part of an educational programme. There are types of essays as persuasive, argumentative, and opinion.

Opinion essay helps to “sharpen [students] critical thinking and logical thinking skills” (Setyowati, 2016). According to students’ minds, writing an opinion essay is too complex for the other types of essays (Setyowati, 2016). The reasons for difficulties are related to the characteristics of an opinion essay. The first reason is that the writer’s opinion should match the readers and convince them to agree with his point of view or attitude. The second is that the writer’s opinion should be based on facts and evidence, so there is no doubt In readers about its correctness. The last characteristic of causing a challenge is a similarity between persuasive and opinion articles.

Writing an opinion essay to convince a reader in a foreign language is not easy. A teacher does steps to the task beforehand to facilitate the complex task. Students need approaches or methods for understanding and acquiring particular skills deeply.

Self-regulated strategy development (SRSD) is a practical instructional approach to assisting students. The primary purpose of self-regulation is to complete academic tasks (Mansoor



& Seifodin, 2015).

According to Teng and Huang (2018), their investigation indicated that the nine self-regulated writing strategies significantly impacted EFL secondary school students' ability to write in English. Participants of the research were 682 students in grades 1-6 at secondary school. Their age is from 13 to 18. The schools are located in southeast China. Seven types of writing methods (Goal-oriented monitoring and evaluating, Motivational self-talk, Text processing, Idea planning, Interest Enhancement, Course memory, and Emotional control) were found to have substantial predictive effects on writing proficiency. In writing, Goal-oriented monitoring appeared to be an essential learning approach. Learners with solid regulatory skills, such as monitoring and evaluating, were more likely to determine the effectiveness of the tactics. They kept using those methods when the tactics worked effectively, and they could adjust the techniques to their objectives. Learners who reported inferior self-regulated learning skills, on the other hand, may have poorer writing outcomes.

Phuong & et al. (2015) tried to find out the effects of comparing the presentation-practice-production approach with the task-based language teaching approach to knowledge of writing students from Vietnam's self-regulatory writing strategies. Researchers chose one hundred and thirty-eight students aged 18 and 19 years old. Students were asked to identify the sentence that best merged pairs of given sentences in this test, which was an indirect means of testing their writing skills. With 69 pupils in each session, the students were randomly randomized to the presentation-practice-production approach with task-based language teaching classes. In the post-test, the task-based language teaching classes group outperformed the presentation-practice-production approach group in terms of self-regulation development, with significantly higher scores on environmental and personal processes self-regulation. As predicted, the presentation-practice-production approach course did not provide ideal conditions for students to build self-regulatory techniques. Students in the presentation-practice-production approach condition had to write in the classroom with the learning materials provided by the teacher, which students needed material such as grammar and verbal instructions for their text; thus, students did not have an opportunity to prepare for the writing environment, selecting a tutor or books. Students in the task-based language teaching class were able to explore the classroom during class time and reference various sources of materials, including sample compositions. Reading models and discussing with mates each other's texts may have aided pupils in developing more fascinating ideas for their texts



while also allowing for editing by parties other than the teacher. No significant changes between the two groups were identified in both post-tests in behavioural processes. Students may not have had an opportunity to reward themselves because they were required to write in class. Students in task-based language teaching classes scored much higher on self-regulation of personal processes than those in the presentation-practice-production approach group. It could be because the presentation-practice-production approach group students were given practically everything they needed to compose an excellent text, including Vocabulary, grammar structures, prompts, practice activities, and their teacher's instructions and feedback. As a result, students were not required to create a timeline for completing each phase of the writing process, set goals to improve their writing skills or use free writing approaches. Students in the task-based language teaching class did everything, giving them more opportunities to control their learning and writing processes by setting a deadline for completing their text, setting goals for writing a good text, and compiling a checklist for a good text from the sample.

Method

The aim study is to examine the effectiveness of the self-regulated development strategy approach on the opinion essay writing of seven graders.

The research questions: What is the effectiveness of the self-regulated development strategy approach in writing an opinion essay?

Participant

A class of seven graders who consisted were selected for the research. The students did not have any experience with the SRSD model.

Instruments

Pre-test and post-test were assessed according to the rubric assessment of the writing task. It is demonstrated below in Table-1. According to Brown (2011), cited in Widianingsih (2019), Content, Organization, Vocabulary, grammar, and mechanics are aspects of writing which be acquired to receive good writing work. Also, a structured questionnaire was provided to identify students' perceptions of the self-regulated development strategy approach. The questionnaire was evaluated by the Likert scale.



	Content	Organization	Vocabulary	Language use	Mechanics
A Excellent/ Exemplary 9-10	Focuses on topic, presents thoughtful ideas and develops them with details	Well organized with a strong beginning, middle, and end	Uses beautiful language often; wide variety of words used; word choices make ideas more clear	Uses complete sentences of varying lengths; sentences begin differently	Very few or no grammar, spelling punctuation, or capitalization errors
B Good/ Proficient 6-8	Mostly focuses on topic and develops it clearly and fairly well with supporting details	Organized with a beginning, middle, and end	Uses beautiful language at times; varies word choice	Most sentences are complete and simple, attempts are made at varying sentence length	Relatively few grammar, spelling, punctuation, or capitalization errors
C Needs Improvement/ Below Proficient 3-5	Strays from topic, presents some important ideas with few supporting details	Attempts to organize with a beginning, middle, and end	Attempts to use beautiful language; little variety or describing words	Some sentences are not complete, little variety	Some grammar, spelling punctuation, or capitalization errors
D Unsatisfactory/ Considerably Below Proficient 0-2	Lacks clear topic and details	Does not have a beginning, middle, or end	Repeats same words often, little attempt at using describing words	No complete sentences	Many grammar, spelling, punctuation, or capitalization errors

Table-1. Rubric assessment of written assignment

The intervention

A self-regulated strategy development approach was used to teach seven graders to write an opinion essay with a particular emphasis on the POW+ TREE self-regulatory strategies. The study's educational phase followed the six stages of SRSD training (Santangelo & et al., 2009) The stages were used with the POW+TREE strategies in six lessons.

During the first and second stages of the SRSD approach (lesson 2), to develop background knowledge and discuss it, the researcher asked students for their knowledge about an opinion essay. After, the researcher demonstrated and introduced mnemonic charts of POW and TREE strategies. Each of the words in the mnemonic POW+TREE was described as follows: Pick my idea, organize my thoughts, write and say more is POW. The genre-specific opinion writing approach (TREE) was used to assist the participants in completing the second step of POW (organizing notes). Using the strategies, students were trained to produce ideas/sentences pertinent to opinion essays. TREE, the mnemonic (Appendix1), represents the four essential aspects of opinion essays: topic, reasons, explanations, and conclusion. Afterwards, discuss the model provided by the researcher. The researcher gave an opinion essay model, and students had to find a TREE structure from this model.

During the third stage (lesson 3), model it, students memorized the strategy and tried to



write opinion essays using TREE and POW tricks, and linking words to their written works would be coherent and cohesion.

During the fourth stage (lesson 4) 332emorizing, students worked with peers or the teacher to memorize the steps of the strategy. They discussed their written works indicating steps of the strategy.

Support it during the fifth stage (lesson 5); students practice the strategy. They write an opinion essay with a supporting teacher.

Students had to write an essay without the support and structured time during the sixth stage (lesson 6) independent performance. Using mnemonic charts and organizing sheets were not allowed because they are considered tools for writing. After the writing essay, these mnemonic charts and organizing sheets gave back to students could compare their written works with them.

Results

In this study, the researcher used a rubric writing assessment for evaluation pre-test and post-test and a structured questionnaire for identifying students' perceptions of SRSD to improve their opinion essays.

Students	Content (10)	Organization (10)	Vocabulary (10)	Language Usage (10)	Mechanics (10)	Total (50)	Percentage (100%)
Student A	5	5	5	8	7	30	60%
Student B	5	4	6	6	6	27	54%



Student C	3	3	3	5	5	19	38%
Student D	4	5	5	6	6	26	52%
Student E	5	6	6	7	7	31	62%
Student F	4	4	7	6	6	27	54%
Student G	3	3	4	5	4	19	38%
Student H	4	4	5	6	6	25	50%
Student I	4	4	6	6	6	26	52%
Student J	5	6	7	7	6	31	62%
Student K	4	4	4	6	6	24	48%



Student L	3	4	5	6	6	23	46%
Student M	5	5	5	6	6	26	52%
Student N	3	4	4	4	5	20	40%
Student O	4	4	5	5	4	22	44%
Student P	3	3	5	4	4	19	38%
Student Q	5	5	6	5	6	27	54%
Student R	5	4	5	5	5	24	48%
Student S	3	4	5	5	5	22	44%
Student T	4	4	6	4	5	23	46%



Average	4,05	3,7	5,2	5,6	5,5	24.5	48.1%
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Table-2. Results of pre-test

Analysis result of the pre-test

The rubric assessment is based on the main requirements of the writing. The average content value of pre-essays was 4.05 points out of 10. It means that students were weak in focusing on the topic and developing supporting details. Most students' essays lacked a clear structure due to a lack of coherence and cohesion in learners' essays. They had no idea how to create an essay with a well-structured introduction, body, and conclusion. It showed in the organization part, which amounted to 3.7 points. Also, students' written works showed lower results in the vocabulary section (5.2 points). The mechanic section is composed of spelling, punctuation, grammar, and capitalization mistakes. Students' works demonstrated better results in language usage (5.6) and the mechanic section. The language usage section is structuring correct complex and simple sentences and completeness of sentences. Finally, students had problems producing ideas and organizing supporting details.

Students	Content (10)	Organization (10)	Vocabulary (10)	Language Usage (10)	Mechanics (10)	Total (50)	Percentage (100%)
Student A	10	8	10	10	9	47	94%
Student B	5	5	8	9	9	36	72%
Student C	3	5	3	3	3	17	34%



Student D	9	5	10	10	9	43	86%
Student E	10	10	10	10	9	49	98%
Student F	8	5	8	8	6	35	70%
Student G	3	3	7	8	3	24	48%
Student H	8	5	5	8	8	39	68%
Student I	10	8	10	10	9	47	94%
Student J	10	8	10	10	10	48	96%
Student K	6	4	5	7	3	26	50%
Student L	6	7	5	5	5	28	56%
Student M	6	5	5	6	6	28	56%
Student N	3	4	5	5	5	22	44%



Student O	9	6	5	7	6	33	66%
Student P	8	5	6	6	6	31	62%
Student Q	9	8	8	9	8	42	84%
Student R	8	8	8	9	8	41	82%
Student S	6	7	5	4	4	26	52%
Student T	5	7	5	5	5	27	54%
Average	7,1	6,15	6,9	7,45	6,55	34,45	68%

Table-3. Results of post-test

Analysis result of post-test

The average value of Content grew considerably from 4.05% to 7,1%; also, the average value of Organization increased from 3.7% to 6.15% in post-essay works. It was twice as much higher than pre-essay scores, and improvements confirmed that POW+ TREE strategies assist in developing students' qualities such as cohesion, coherency, and idea-generating during the writing. In the other sections, Vocabulary (from 5.2 % to 6.9%), Language usage (from 5.6 to 7.45), and Mechanics (from 5.5% to 6.55%) demonstrated positive results. Using different lengths of sentences, learning new words and grammar can be developed using SRSD. As a result, students overall scores increased significantly from 48.1% to 68%. SRSD approach proved an effective method of teaching writing.

Conclusion



This research aimed to identify the effectiveness of the self-regulated development strategy approach in writing an opinion essay for seven graders. Based on quantitative analysis according to analysis, it can be concluded that the approach is efficient in writing an opinion essay. Analyzing the post-test results, the approach assisted students in organizing and planning their written tasks. In addition, their writing words became coherent and cohesive.

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Appendix 1

