The Effect of Self-regulation on Narrative Writing Skill

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Abstract: The object of the research is on the effect of self-regulation with narrative writing skills. Writing is a learning product that needs to be done continuously since in elementary school. The fact that not all students are able to pour out thoughts, feelings, ideas into text, students were not able to determine the theme and develop a framework for a narrative text. Therefore, the researchers made a survey that which took on the level of a class V (five) in the state elementary schools in Target Area III, Sub-district Kebon Jeruk, West Jakarta. Research methods used a quantitative approach with survey method and path analysis techniques. The total of respondents are 109 students from 3 elementary school namely SDN kebon jeruk 01, SDN kebon jeruk 08 and SDN kebon jeruk 10 using multistagecluster sampling techniques. Research instrument is to write a narrative text for narrative writing skills variable and questionnaire for self regulation variable. The purpose of this research is to know how influential the self-regulation with narrative writing skills. Results of the study showed that there were the influence between self regulation on narrative writing skills is 0,340.

1 INTRODUCTION

As one of the language skills, writing is a learning product that needs to be carried out continuously since in elementary school. This is based on the idea that writing ability in elementary school is a basic ability as a provision for learning to write at the next level (Somadayo, 2015). Children's writing skills developed. This ability comes from randomly scattered streaks on all pages of paper that show word limitations and the inability to think of placing letters in a row. Then it develops along with the development of language, connects sounds with letter symbols, spelling discoveries and words, and arranges them in a line of writing (Slavin, 2008).

Rofi'uddin and Zuhdi stated that until now, the literacy skills of elementary school graduates was still far from expectations. Complaints about the ability of elementary school graduates in terms of literacy continue to be disseminated. Various research results support these complaints. The Efforts have been designed, developed and implemented to improve the effectiveness of teaching reading and writing. Another fact was stated by the Ministry of National Education (Giayana, 2004) which revealed that a number of data from the (International Association for the Evaluation of Educational Achievement (IEA)) survey of the Indonesian children's writing ability showed that around 50% of sixth grade elementary school students in the six provinces in the Primary Education Quality Improvement Project (PEQIP) could not write the text. One of the causes of the low reading ability of elementary school students in Indonesia is that so far the students have more lessons in memorizing than practice, including composing (Kharizmi, 2015).

Furthermore Braine & Yorozu (Javed, 2007) argue that writing skills are more complicated than other language skills. The research conducted by Somadayo on elementary school teachers that in the Indonesian language lesson the most common problem is the difficulty of writing text, which is difficult for students to express their ideas in written form. In detail the problems that are often found are: (1) the writing ability of children is still relatively low because they are lazy to write (2) children are lazy to read so the ability to compose is low, (3) the child's ability to compose is influenced by reading skills. (4) students are less skilled in writing essays (Somadayo, 2015). The high level students of elementary school have not been able to express ideas coherently in good sentences. Students still find it difficult to express ideas that are in their mind verbally and have not been able to use good vocabulary. In addition, they have not been able to develop the story thoroughly (Zulela, 2013).

Based on observations made by researchers that 60% of students are unable to express ideas are able to express ideas, thoughts, feelings in the form of symbols, students are unable and develop a framework of narrative essays. Students are not fond of Indonesian writing lessons which results in low student understanding in developing narrative essays and not able to use good and correct punctuation and capital letters in writing narrative essays. Other difficulties faced by students are about spelling, the use of punctuation, choosing vocabulary, composing sentences up to the difficulty of developing story ideas into written language. In general, the sentences made by students also contain repeated words so that they become ineffective sentences. As a result, the narrative essay produced does not provide a clear picture of the series of events or cases.

Therefore, improvement in writing skills must be constantly accustomed to learning to internalize the writing ability of each student, especially the fifth grade in this study. This is stated in the basic Indonesian language competence about writing listed in theme 7, namely the history of Indonesian civilization with basic competencies which reads "Processing and presenting story texts of historical narratives about the values of the development of the Islamic kingdom in Indonesia independently in Indonesian oral and written by choosing and sorting out the standard vocabulary" (Kemdikbud, 2013).

In developing the writing skills of elementary school students, it seems that it will be more effective if it starts with revealing the things they already know in the form of narrative stories. (Zulela, 2017). Therefore, researchers focused on the ability to write narratives in the form of experiential stories as a basis for developing students writing skills.

The factors that are thought to influence the ability to write narratives are self regulation. Wolters and Pintrich stated that self-regulation is an active and constructive process carried out by students in setting goals to learn to try, monitor, regulate, control cognition, motivation, and behavior which are then directed and driven by goals and adapted to the context of the environment (Boeriswati, 2012).

Similar things have also been stated in the results of research from Spitzer and Latifah who found that self-regulation in learning carried out by someone is closely related to their academic performance. academicperformance improvement can be generated if implementing a planned strategy and then monitoring performance in learning and evaluating academic progress(Zumbrunn, Tadlock, Robert; 2011). Pintrich and his colleagues in Kosnin further said that there are two important aspects of self-

regulation namely motivation and learning strategies. Motivation is a drive from within that is used by students to deal with stress and emotions that sometimes emerge when they try to overcome failure and to be a good studentwhen they have their own learning strategies to improve understanding their understanding, integration, and store new information in the process learning (Kosnin, 2007).

High self-regulation plays an important role in writing skills because writing is an intentional and self-planned activity. In fact, oftentimes students see writing as a difficult task because it requires extensive self-regulation and control of attention in managing writing and experiencing obstacles to the topic of writing and the processes involved in writing (Kellogg, 1987; Ransdell & Levy, 1996; Scardamalia & Bereiter, 1986; Zimmerman & Riesemberg, 1997).

Self-regulation is considered to improve writing performance in two ways. First, own regulatory mechanisms, such as planning, monitoring, evaluation, and revision (Scardamalia & Bereiter, 1985). Second, the use of self-regulation can act as a trigger agent for change that leads to strategic adjustment in writing (Scardamalia & Bereiter, 1985; Zimmerman &Riesemberg, 1997).

Therefore, with the existence of self-regulation is thought to affect the success of student learning in writing narratives. Based on the exposure to the mentioned problems, the author was interested in conducting a study entitled "The Effect of Self Regulation on Narrative Writing Ability in Class V Students".

2 THEORETICAL STUDY

2.1 Narrative Writing Skill

According to John et al. (Wijaya & Suhaji, 2012). Ability is a person's talent to perform mental or physical tasks. Ability is a skill possessed by someone to do a work assignment in order to achieve the desired goal.

Furthermore, Braine and Yorozu state that writing is one of the four basic abilities. The students begin to learn to communicate through written forms because they begin to interact with others at the school level (Javed, 2013). With that basis, then the child can learn to write gradually. Anderson suggested that the first thing is to free the child to add words to the notes in whatever way they want, such as pictures, definitions in the target language, equivalent terms in their first language, their own sentences using new words, and so on. Second, they

have the opportunity to use the language learned in reading in real context (Herrero, 2007), so that children can get used to write.

In particular writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing is a creative process of pouring ideas into written language in purpose (Dalman, 2014). Writing is a creative process because it is an achievement process to excite one's thoughts, write like a process of making meaning (Huy, 2015). Based on the explanation, it can be concluded that writing is a creative process that occurs in pouring ideas into a writing as a means of conveying messages.

Furthermore, Braine and Yorozu argue that writing skills are more complicated than other language skills. Basically the ability to write requires a well-structured way and how to present the experience in an organized and planned manner. Kellogg, Olive, & Pilot added that productive writing skills are considered a cognitive challenge, because they help to assess language competence, remembering talents and thinking abilities. This requires remembering information from long-term memory. In fact, Nickerson, Perkins, & Smith stated that productive writing skills require sound ability to think about things that are understood (Javed, 2013).

Hereinafter, narrative is to retell an event through words of something that has happened to become a story. Narratives tell events and leave behind several events because they come from several significant perspectives, and may emphasize others. The conclusion is narratives can form a history (scene of events, stories about what happened) (Huy, 2015). Then according to Zulela, narration is the result of writing that contains stories about events, figures, settings drawn from student's experiences, both new real events (factual) and related to one another (Zulela, 2017).

So, it can be concluded that the narrative is writing that tells the event through a description of information from the character, background, experience so that it is understood by the reader.

Narrative essays are divided into two, namely expository narratives and suggestive narratives. The definition of expository narrative is an essay that intends to inform a reader of factual and rational information. Then the essay of suggestive narrative is an essay based on the imagination of the author in the form of imagination (Jauhari, 2013). In this case, the essay that will be tested is about experiences that include expository type narratives.

Furthermore, according to Hutchinson the aspect of the narrative consists of plot, character, dialogue, setting, conflict and climax (Hutchinson, 2005). As for the characteristics of narrative essays, namely: (1) Highlighting the elements of action or action, (2) Strung together in a time sequence, (3) Trying to answer the question, what happened? And (4) There is conflict. Narration is built by a storyline.

Understanding the narrative, one of which is retelling (experience) is the simplest type of text. Formally, retelling is sequential text that does a little more than the sequence of events that require orientation. Telling a story usually has characters formed at a certain time and place. There are various ways to teach the narrative writing stage, for example: (a) character, time, place, (b) who, what, where, when and so on, and (c) sequence of events (Keraf, 2000). There are various ways to teach the narrative writing stage, for example: (a) character, time, place, (b) who, what, where, when and so on, and (c) sequence of events (Knapp, Watkins; 2005).

The conclusion is that narratives writing skill is a skill through a series of complex activities in expressing the idea of a factual event or a typical event experienced by the writer that aims to convey information to the reader with 3 aspects assessed, namely: (1) Narrative: themes, characters, plot (2) Language: paragraphs, sentences, word choices, EBI and punctuation, and (3) Text Structure: orientation, climax, solution.

2.2 Self-Regulation

According to Zimmerman and Bandura stated that self-regulation is a concept that refers to students "self-generated ideas, actions and feelings that are systematically oriented towards achieving educational goals (Kosnin, 2007). Furthermore, self-regulation is an important personality process where people try to exercise control over their minds, their feelings, their impulses and desires, and show their achievements (Baumeister, Gailliot, DeWall, Oaten; 2006).

Bandura added, the process of self regulation occurs when students' directed actions and processes are directed towards acquiring information or skills. Independent students can plan, set their learning goals, organize, self-monitor and evaluate themselves during knowledge acquisition. This process makes them become self-aware and knowledgeable in their approach to learning. Learning and achievement are best understood when we recognize the interaction between affective and cognitive processes. Self-regulation also includes meta-cognitive skills, namely

understanding one's cognitive skills, including memory, attention and problem solving (Boekaerts and Corno, 2005).

Furthermore, Boeriswati said that the self-regulation model in the form of a cycle with three stages, namely planning, implementation, and evaluation. The three stages of the process are the same as self regulating learning. The planning phase will affect performance or the implementation stage, which in turn will affect the self-reaction phase. The self-regulation cycle stops when the process of self-reflection is able to influence the planning process as long as someone tries to gain the next knowledge (Boeriswati, 2012). Zimmerman & Pons explicitly emphasizes that from some researchers it appears "the use of self regulatory processes and quality and quantity has shown a high correlation with academic achievement and with standardized test scores (Zarei, 2012).

The details presented by Schunk & Zimmerman the differences in characteristics of students who have high and low regulations, as follows:

Table 1: Differences in characteristics of low-regulated and highly regulated students

Self-Regulation Aspect	Group	
	Low self-regulation	High self-regulation
Onward thinking	• Goals not specific orientation • Performance goals • Low self-efficacy • Not interested	• Specific goals • Mastery goals orientation • Self-efficacy • High intrinsic interest
Performance of volitional control	• Un-focus planning • Self-handicapping strategy • Self-monitoring to result	• Performance focus • Self instruction/imagery • Monitoring to process
Self reflection	• No self-evaluate • Attribution ability • Negative self-reaction • Un-adaptive	• Self-evaluate • Attribution strategy • Positive self-reaction
		• Adaptive (Susetyo,Kumara; 2012).

Based on the above explanation that self regulation is an action in acquiring ability through a process of thinking, positive behavior and directing emotions / feelings by intervening on their own weaknesses and strengths in learning to achieve the desired target with 3 stages, namely: (1) forward thinking stage, (2) stage of performance and (3) stage of reflection.

3 RESEARCH METHODOLOGY

This study uses a quantitative approach, survey methods and path analysis techniques to determine the effect of self regulation (X) on the ability to write narratives (Y). The target population in this study were fourth grade students in the State Elementary School III, Kebon Jeruk sub-district, West Jakarta. There were 533 students. The study sample was taken by multistage cluster sampling technique with sampling from the population of class V (five) Elementary Schools in Fostered Region III, KebonJeruk sub-district, West Jakarta which consisted of 10 schools. After that, 3 schools were taken for randomly selected samples consisting of Kebon Jeruk 01 Elementary School with 35 students, Kebon Jeruk 08 Elementary School with 38 students and Kebon Jeruk 10 Elementary School with 36 students. So the total sample that had been studied is 109 students.

The data collection techniques used in this study were tests and questionnaires, namely: questionnaires and narrative writing tests. Questionnaires are used to obtain self-regulation data and narrative writing tests are used to obtain data on the ability to write narrative texts. Self-regulation questionnaires were compiled in 22 statements and tests the ability to write narratives in the form of narrative text writing tests.

4 DISCUSSION AND RESULT

To find out the effect of independent variables on the dependent variable, correlation analysis is first performed to determine the magnitude of the relationship between variables. After that, path

analysis was carried out to determine the effect of the Self Regulation variable (X) on writing skill (Y) regression analysis.

These steps are explained as follows:

1. Correlation Analysis

Before conducting path analysis to find out the causality relationship between variables, correlation analysis is used as information to find out the magnitude of the relationship between the variables formed. Correlation analysis is to use Pearson product moment correlation analysis.

Table 2: Correlation Analysis between Research Variable

		Self Regulation	Narrative Writing Skills
Self Regulation	Pearson Correlation	1	,541**
	Sig. (2-tailed)		,000
	N	109	109

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

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From the calculations that have been done, the correlation coefficient of 0.541 with a significant value (0,000) which is smaller than the level of error (0.05). This means that there is a significant relationship between self regulation and the narrative writing skills.

2. Regression Analysis

The regression model on relationships is built through the composition of the causal variables namely self regulation, while the consequent variable is the ability to write narratives. The following are the results of the regression analysis.

Table 3 :Regression Analysis Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,282	10,519		,407	,685

Regulasi Diri	,558	,106	,340	5,242	,000

Based on the hypothesis proposed, there is a positive direct effect of self regulation (x1) on the ability to write narratives (Y). That is, the higher the self-regulation of students, the better their ability to write narratives. Based on the results of path analysis on the variable self-regulation (x1) on the ability to write narratives (Y) produces a regression direction coefficient of 0,000 with a influence of 0.340.

Thus, it can be concluded that the first hypothesis which states that there is a positive direct influence between self-regulation (X1) and students narrative writing ability (Y) is accepted and tested significantly.

5 CONCLUSION

Based on the theoretical framework and research findings discussed, there is a positive relationship between self-regulation and the ability to write narratives. The statement is also supported by (Zimmerman & Riesemberg, 1997) that high self-regulation plays an important role in writing ability because writing is an intentional activity that is quite often self-planned and independent. In fact, often students see writing as a difficult task because it requires extensive self-regulation and control of attention in managing writing and experiencing obstacles to the topic of writing and the processes involved in writing (Kellogg, 1987; Ransdell & Levy, 1996; Scardamalia & Bereiter, 1986; Zimmerman & Riesemberg, 1997).

6 RECOMMENDATION

Efforts that can be made in improving self-regulation are the first to build motivation in children. This is stated by Bandura's theory in Dinsmore et al's research that the dimensions of motivation include evaluative dimensions of performance, personal standards, assessment of activities, and attribution (Dinsmor, Alexander, Sandra; 2008). Often students have difficulty completing homework assignments because there are other things that are more interesting that they prefer to watch TV, daydream, or talk to friends (Zimmerman, 2010). Here the teacher can play a role in motivating students to make children aware of being superior, which will affect their goals and add students confidence in their commitment to the goals they will achieve, so it will

take effect to the implementation of the learning strategies they have been taken.

Second, the positive role of environment. Both Pintrich and Zimmerman stated that active students build their own meanings and goals from various influences in the surrounding environment (Winters, Greene, Costich; 2008). In this case social assistance (peers, teachers, or other adults can help the consistency of the self-regulation process itself (Zimmerman, 2010). The similarity of opinion is also stated by Cragg and Nation that environmental variables affect behavior and self, which in turn affect to environment. The role of the teacher by observing problems in the appearance of students who can provide corrections because students do not fully understand how to do the skills or strategies and the performance of students (Craig, Nation; 2006). Generally in elementary schools the learning process of reading and writing begins to change. Initially writers were invited to create their own spelling, compose their own stories, and read their own texts. Teachers provide opportunities for children to write any audiences and goals, negotiate with them as their writing is underway, arrange for peers to meet together to respond to each other's work, and encourage children to go through various concepts of their work (Hillocks, 1986).

Examples that can be done by teachers in learning according to Zimmerman and Kitsantas (1999) in improving revision skills are writing independent middle school students. Students observe a demonstration model of writing revision strategy. First the teacher teaches students how to combine several sentences into one sentence by eliminating redundancies and adding transitions. Then students are assigned to and practice with their respective strategies. Then students are advised to concentrate on implementing key steps in the revision strategy. Then after it was finished the students were told to rewrite the sentence that had been done in front. In the process the students doing modelling, training and feedback (Craig, Nation; 2006).

The other things that can be used by teachers in the classroom are using collaborative methods in learning. This was revealed by Jong et al. That students who work collaboratively to support one another can improve self-regulation. Azevedo added that the success of collaboration depends in part on the ability and level of knowledge of previous students who collaborate (Winters, Greene, Costich; 2008).

Furthermore, the third is to improve the ability to monitor and control cognitively which involves planning or thinking, where individuals define tasks,

set goals, describe strategies. Next, individuals determine their plans and strategies. During this phase individuals regulate themselves by engaging in metacognitive monitoring, which can lead to efforts to control the learning process through change. For example, someone might notice that certain learning strategies don't seem to work and move on to other strategies.

The example of self-regulation in improving the ability to write narratives is to implement strategies and strategies to monitor themselves and strategies to use feedback. Teachers provide direction or input in developing student strategies. The teacher can also help analyze the shortcomings students have in writing. Furthermore, the third one encourages students positive perceptions.

Finally, each learning model includes a self-reflective phase where performance, measured in intrinsic or extrinsic terms that makes benchmarks, is evaluated, often leading to adaptation to individual confidence, beliefs about tactics and learning strategies, and learning contexts. This adaptation can then influence learning activities in the future (Winters, Greene, Costich; 2008). A simpler thing is expressed by Schraw et al. That cognitive strategies are in simple form, problem solving and critical thinking strategies. Metacognitive processing refers to knowledge and control of cognitive skills, and usually involves planning, monitoring, and evaluating learning (Schraw, Crippen, Hartley; 2006).

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