



THE EFFECT OF SELF DIRECT LEARNING METHOD TOWARDS STUDENT'S WRITING SKILL IN RECOUNT TEXT

Dede Supitri¹, Ade Sudirman², Tatu Munawaroh³

^{1,2,3} University of Mathla'ul Anwar Banten, Indonesia

e-mail: dedesupitri09@gmail.com¹, adesudirman03@gmail.com², tatumunawaroh8@gmail.com³

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ABSTRACT

This research paper aims to investigate the effect of self direct learning method towards student's writing skill in recount text at tenth grade of SMA Negeri 9 Pandeglang. The research paper employs the quantitative research approach and quasi experimental method with pre-test and post-test design, before and after treatment about self direct learning method. The data are obtained from seven meetings, five meetings for treatment, and two meetings for pre-test and post-test. The data obtained from 2 classes they are experimental and control class. The experimental class for this research was X.I and control class was X.E Each class has 36 students, for a total sample is 72 students. there were improvements on the students writing skill in the five aspects: content, organization, vocabulary, language use and mechanics. It could be seen from the students achievement in writing skill in recount text improved. In the first, experimental class is mean score on the pre-test was 38,72, while the control class is mean score on the pre-test was 32,28. On the other hand the post-test result are the mean score of experimental class was 55,11, while the mean score of control class was 48,50. Hypothesis calculating done by using SPSS 25.0 version. The result obtained from hypothesis test is $0.00 < 0.05$. Based on the finding of this research there is significant effect of Self Direct Learning Method towards student's writing skill in recount text at tenth grade of SMA Negeri 9 Pandeglang in academic year 2023/2024.



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KATA KUNCI

Metode Kemandirian Belajar

Kemampuan Menulis

Text Recount

ABSTRAK

Makalah penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran mandiri terhadap keterampilan menulis siswa dalam teks recount di kelas sepuluh SMA Negeri 9 Pandeglang. Makalah ini menggunakan pendekatan penelitian kuantitatif dan metode quasi eksperimen dengan desain pre-test dan post-test, sebelum dan sesudah perlakuan tentang metode self-directed learning. Data diperoleh dari tujuh pertemuan, lima pertemuan untuk treatment, dan dua pertemuan untuk pre-test dan post-test. Data diperoleh dari 2 kelas yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen pada penelitian ini adalah X.I dan kelas kontrol adalah X.E. Masing-masing kelas berjumlah 36 siswa, sehingga jumlah sampel adalah 72 siswa. terdapat peningkatan keterampilan menulis siswa pada lima aspek: isi, pengorganisasian, kosa kata, penggunaan bahasa, dan mekanika. Hal ini dapat dilihat dari prestasi siswa dalam keterampilan menulis teks recount

CORRESPONDING AUTHOR

Dede Supitri
University Mathla'ul Anwar
Banten
dedesupitri09@gmail.com

meningkat. Pada kelas pertama, nilai rata-rata pre-test kelas eksperimen adalah 38,72, sedangkan nilai rata-rata pre-test kelas kontrol adalah 32,28. Sedangkan hasil post-test diperoleh nilai rata-rata kelas eksperimen adalah 55,11, sedangkan nilai rata-rata kelas kontrol adalah 48,50. Perhitungan hipotesis dilakukan dengan menggunakan SPSS versi 25.0. Hasil yang diperoleh dari uji hipotesis adalah $0,00 < 0,05$. Berdasarkan temuan penelitian ini, terdapat pengaruh yang signifikan Metode Self Direct Learning terhadap keterampilan menulis siswa dalam teks recount di kelas sepuluh SMA Negeri 9 Pandeglang pada tahun ajaran 2023/2024.

INTRODUCTION

Language is important for communication, and the primary source of communication. Without the existence of language, people found it difficult to communicate with others. Especially in this globalization era, where communication is absolutely needed for sharing ideas and getting many kinds of information from others. "language is symbolic, rule-driven system of conventional sign that purpose to communication, self-expression, explain the world and reality, and transmission of knowledge" (novari et al., 2021:27-40).

Based on the results of initial observations that had been made in sma negeri 9 pandeglang in academic year 2023/2024, the researcher got the information from an english teacher. The teacher said that some students had problem in writing. The problem stated that was many students got difficulties in english subject especially in recount text. Generally, the students were lack of vocabulary and write sentence ungrammatically. Most of students, they were lazy to bring dictionary when they studied english, and they were difficult to finding the meaning of the word. Besides that most of the students were not interested in learning english especially in writing. As a result, students had difficulty writing and their writing was not grammatical, they were not able to made a good sentence or good paragraph by themselves. And students were not confident in their skills. The used of the learning method, most of the teachers still used the lecture learning method. Besides that, researcher also saw that in terms of the application of methods, strategies and learning models, in general, teachers were still not optimal, so that it had an impact on low student activity in class. Thus it is very necessary to made improvements to increase student learning activity, namely by applying the self direct learning method. Self-direct learned tends to actively engage in the learning processes, such as acquiring information, planning and evaluating the learning activities (geng et al., 2019:2), stated. Besides that, self-direct students determined their own learning goals, select resources to achieve these goals, chose their preferred learning strategies and reflected on the outcome of the learning processed (boyer et al., 2014:20).

Based on the identification of the problem above, the researcher focused on the effect of self direct learning method towards student's writing skill in recount text at the tenth grade of SMA Negeri 9 Pandeglang in academic year 2023/2024.

RESEARCH METHOD

In this research, the researcher used a quantitative approach. According to cresswell (2014:32)" quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures". Specifically, the researcher used a quasi-experimental design that had two variables in this approach. This research used two classes as a sample, and it had divided into two: the experimental class and the control class. In addition, ary et al, (2014:339) stated that quasi-experimental is the modification of an independent variable, its designs are similar to randomized experimental designs, but the subjects are not randomly assigned to treatment groups.

FINDINGS AND DISCUSSION

The researcher presents the result of the recount text pre-test and post test scores of students, that the experimental class is taught using the self direct learning method while control class is taught using a different method, namely lectures method. This research was conducted at tenth grade of sma negeri 9 pandeglang. Over a period of less than one month beginning on july 20th and ended on august 03th 2023 about fifteen days or two weeks. In addition, this research was carried out in seven meetings, it started by giving pre-tests to the students at the beginning of the meeting, which aimed to measure the comprehension of student's understanding of recount text material before getting the treatment. The following meeting, students got their respective treatment, which was carried out for five meetings. In order to assess student's comprehension of recount text material after getting the treatment, the students were given the identical sheet of question to complete in the most recent meeting which was also known as the post-test. The researcher needs to know the descriptive data statistics score containing the minimum, maximum score, mean and standard deviation. To find out them all, the researcher uses statistical package for social science (spss) 25.0 version, and the result can be described below:

Table 1. The Data Of Descriptive Statistics

	N	Min	Max	Mean	SD
Pre-Test Experimental	36	11	71	38,72	13.960
Post-Test Experimental	36	15	85	55,11	18.300
Pre-Test Control	36	10	64	32,28	12.828
Post-Test Control	36	15	83	48,50	16.497
Valid N (listwise)	36				

The following are the percentage of student score both pre-test and post-test of experimental class and control class, as follow:

Table 2. Percentage Of Pre-Test Students Score

Experimental Class			Control Class		
Level	Students	Percentage	Level	Students	Percentage
Very Poor	7	19%	Very Poor	16	44%
Poor	22	61%	Poor	15	42%
Fair	6	17%	Fair	5	14%
Good	1	3%	Good	0	0%
Excellent	0	0%	Excellent	0	0%
Total	36	100%	Total	36	100%

Table 3. Percentage Of Post-Test Students Score

Experimental Class			Control Class		
Level	Students	Percentage	Level	Students	Percentage
Very Poor	4	11%	Very Poor	4	11%
Poor	8	22%	Poor	13	36%
Fair	14	39%	Fair	15	42%
Good	10	28%	Good	4	11%
Excellent	0	0%	Excellent	0	0%
Total	36	100%	Total	36	100%

Normality Test

In this research, the researcher determines the pre-test and post-test scores for the experimental and control classes by using SPSS 25.0 version. It is utilized to investigate normality of the data will be examined to see whether both classes have a normal distribution. The following step the researcher used the following formula to analyze the normality of the data:

If significance > 0.05 = data is normal distribution.

If significance < 0.05 = data is not normal distribution.

The result of the normality test could be seen on the table below:

Table 4. Test Of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig	Statistic	Df	Sig
Students Result	Pre-Test Experimental	0,077	36	.200	0,985	36	0,897
	Post-Test Experimental	0,109	36	.200	0,966	36	0,328
	Pre-Test Control	0,148	36	0,046	0,959	36	0,203
	Post-Test Control	0,098	36	.200	0,973	36	0,498

Homogeneity Test

To investigate the data that obtains from the pre-test and post-test experimental class and control class have the relative same variants or not, the researcher analyze the data by using SPSS 25.0 version. The criteria of homogeneous are as follows:

If significance > 0.05 = homogeneous

If significance < 0.05 = not homogeneous

The result of the homogeneity test could be seen on the table below:

Table 5. Homogeneity Test Of Pre-Test Experimental And Control

		Levene Statistic	df1	df2	Sig.
Based on the Result	Mean	.322	1	70	.572
	Median	.387	1	70	.536
	Median and with adjusted df	.387	1	69.988	.536
	Trimmed mean	.363	1	70	.549

Table 6. Homogeneity Test Of Post-Test Experimental And Control

		Levene Statistic	df1	df2	Sig.
Based on the Result	Mean	.781	1	70	.380
	Median	.818	1	70	.369
	Median and with adjusted df	.818	1	69.999	.369
	Trimmed mean	.775	1	70	.382

Hypothesis Test

In the research, hypothesis test is needed to decide whether the hypothesis is accepted or rejected. The researcher used T-test by SPSS 25.0 version to do analyze the hypothesis test.

If significance (2 tailed) < 0.05 , it means H_0 is rejected and H_a is accepted.

If significance (2tailed) > 0.05 , it means H_0 is accepted and H_a is rejected.

The following are the result of paired sample T-test as follow:

Table 7. Paired Simple T-Test

		Paired Differences					T	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experimental	-16.389	17.996	2.999	-22.478	-10.300	-5.464	35	.000
	Post-Test Experimental								
Pair 2	Pre-Test Control	-16.222	15.648	2.608	-21.517	-10.928	-6.220	35	.000
	Post-Test Control								

CONCLUSION

Based on the result and discussion chapter, the conclusion can be concluded that teaching english in the tenth grade of sma negeri 9 pandeglang using self direct learning method is effective, especially on student's writing skill in recount text. It can be seen in the data of descriptive statistic, comparing the result of post-test both experimental class and control class, after getting the treatment the result of experimental class is 55.11 and control class is 48.50, it means the result of experimental class is higher than control class. Then, the result of hypothesis test was greater than t-table. It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

This finding was supported in the previous research that was done by riski pria saputri (2021) she stated that self directed learning can increase knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time. Self direct learning increases knowledge, skills and achievements resulting from their efforts using this method and this method was very helpful.

In short, based on the result that self direct learning method is an effective to improve the student's achievement in writing skill at tenth grade of sma negeri 9 pandeglang by an increase in student learning outcomes after treatment five meetings, the students are more active and motivated to study writing especially in recount text. As the result, it is possible to greatly enhance student's comprehension of recount text.

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